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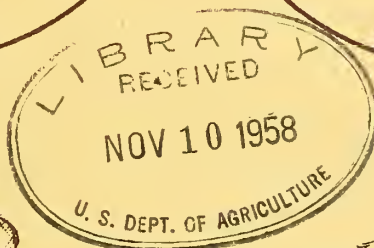
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ORGANIZATION and DEVELOPMENT of



Rural Youth Programs



A summary of experience and practices in 4-H Club
and similar programs in the U.S. and selected other countries

UNITED STATES
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Many countries
their rural boys are
work in the United

The needs of youth
same everywhere.
of its high degree
This publication is
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United States. How
has developed from
where. Part II covers
parts of the world
problems encountered



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A wise youth leader will look for the objectives for youth work native to the area. He will examine well each part of the 4-H program for its local fitness, and be prepared to make changes appropriate to the needs of the youth and the customs of the country.

If the community leaders and the parents in a given area express an interest in their children's development through youth activities which combine learning, skills, filial respect, civic development and recreation, or any part of these, a program which promises to contribute to these desirable developments might be safely initiated. It is hoped that the 4-H Club program can be a guide and an inspiration.

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**A
SUMMARY
EXPLANATION
OF
WHAT
4-H
CLUB
WORK
IS
IN
THE
U. S.**

A SUMMARY EXPLANATION OF WHAT 4-H CLUB WORK IS IN THE UNITED STATES

When the boy or girl who serves as president of the local 4-H Club says, "The meeting will come to order. Let's repeat the 4-H pledge", this is what the members say in unison:

"I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community and my country."

Approximately twenty million boys and girls have been 4-H Club members in the United States. All have taken this pledge. That its idealism has been accepted in thousands of communities is beyond any doubt.

In 4-H Clubs, boys and girls between the ages of 10 and 20 have the opportunity of learning practical skills that may be useful vocationally or avocationally. When they enroll as 4-H Club members, they sign up for certain agricultural or home economics projects. These are carefully worked out with specific goals and definite objectives, and the member records his progress in a special record book. As he completes one year's work, he can sign up for more advanced projects. Hundreds of youth have completed 30 or 40 projects in 10 years of club work.

The project is the backbone of 4-H Club work. Built around the projects is the club organization with all the values that grow out of a democratic, organized social group. Learning to work with others, taking responsibility, participating in competitive events, and like character-building situations are provided in a 4-H Club.

The kinds of projects that boys and girls take vary with the need and facilities available, especially those in agriculture. The southern boy may want to raise cotton or peanuts or trees, cattle or poultry, or he may choose to train dogs for service with the blind. The boy in the northern part of the United States may be interested in dairying or raising corn and hogs. Hundreds of projects have been carefully planned to fit the needs of rural and urban youth of different ages, experiences and abilities.

Home economics projects do not vary with geographical location as much as agricultural projects. Home management, gardening, preparation of food, clothing construction, and the like are of interest and value to most girls, and some boys. Many girls also choose projects in agriculture. Members often carry 2 or 3 projects simultaneously after they have proved their ability to complete them.



A town boy, this 4-H Club member has chosen a project on the cultivation of house plants. He gets expert instruction from a local leader who is a nurseryman.

From country to country, from State to State, Extension work and the 4-H Clubs differ in many aspects of their organization. Clubs are often organized through the schools. Meetings are held during or after school hours on school property, and supervised by the teachers.

Probably more common are the project clubs in which 6, 8, 10 or more boys and girls are enrolled in the same kind of work, such as gardening. They meet in their homes or a central building for discussions, demonstrations, and other types of training.

Also popular are the community clubs to which boys and girls of different ages and interests belong. Through these they get instruction and guidance in their projects, but with more emphasis on common community problems.



The club organization in which boys and girls fully participate is an excellent educational feature of 4-H Club work. Presiding, planning, discussing, voting and other activities in an organized democratic group offer wide opportunities for development of the individual.

Personal visits to the members' homes are made by the extension agent, or the local leader who assists the agent, to observe the progress in the project or to give necessary help.

Local leaders are men and women volunteers who are interested and have some experience that will help in the development and growth of the young members. They may assist with the organization of the club or they may give training in the projects, or both. Occasionally, clubs are sponsored by organized groups in the community.

As members grow equal to the responsibility, they may elect to be junior leaders, a special project that contributes to their personal development as well as that of the group.

Responsible for organizing 4-H Clubs and administering the work is the Federal Extension Service in the U.S. Department of Agriculture in cooperation with the Land Grant Colleges and Universities of the different States. As a member of this triad relationship, almost every country in the United States employs one or more extension agents. Part of their responsibility is educational work with youth, through the 4-H Club organization.

Federal, State, or local government support is generally conceded to be a very powerful force in developing youth programs. The 4-H Club work in the United States almost from the beginning was sponsored by the Federal government. For a number of years, Federal funds represented well over one-half the total expenditure for extension work. This generous financial support made possible the employment of a force of men and women agents who carried on youth work in all parts of the country.

**PART I -
HOW
4-H
CLUB
WORK
IS
CARRIED
ON
IN
THE
U. S.**

1. THE PROJECT

Structurally speaking, the projects that 4-H Club members choose when they enroll are the central core, the backbone of this educational work with young people. When the movement started, there were only a few projects, such as corn clubs and canning clubs. Now there are hundreds, a direct result of the varying needs of boys and girls today as urban and rural life has become more complex.

Subject Areas for Projects

The following list is a sampling of subject-areas in which projects are available in the United States:

<u>Agriculture</u>		<u>Home Economics</u>
Swine,	Field crops	Clothing
Dairy	Weeds	Food and nutrition
Beef	Farm electrifi-	Frozen foods
Sheep	cation	Canning
Poultry	Soil improvement	Room improvement
Rabbit	Entomology	Household electrifi-
Milk goat	Engineering or	cation
Gardening	mechanics	Child care
Soil and water	Forestry	Hostess or hos-
conservation		pitality
<u>Miscellaneous</u>		
Home ground beautification		Junior leadership
Photography		Safety
Health		Rural arts and recreation

In any one field, such as clothing, the projects are planned from the beginning to advance stages of experience, from a First Year Project to an Eighth Year, for example. When a boy or girl agrees to take a project, he or she agrees to work toward and attain certain goals. Minimum requirements are set for each project. These define the least amount of work necessary for satisfactory completion. Additional work beyond the minimum requirements is to be encouraged as the member grows in experience and need.

The project work is the result of the member's own work at home or in club meetings, under the supervision of leaders and parents. When possible, livestock should be owned by the member and he should pay parents for the feed and other expenses incurred through the project. Likewise, club members should be credited for dairy products,

garden, poultry, and fresh produce that is provided through the youth's project for family living. This is good business experience.

Project work can make a real contribution to the enterprise of home and farm. It gives the club member something he can call his own and helps him to be an important part of his family.

In some projects, such as gardening or dairying, members do their work at home. In other projects, such as sewing and cooking, members may do some at home and some at club meetings, under the supervision of the leader.

However, in every case, members learn at club meetings to use approved practices and materials, related to their projects. They learn to judge products, to exhibit improved products, and to demonstrate practices that family and neighbors can apply.

Selection of a Project

The selection of a project is very important. The following comments are for the guidance of USOM personnel. In some countries, the imagination of the youth advisor is strained to suggest activities for which members can secure necessary project materials. A number of conditions surround the choice of individual projects. Of prime concern are the following:

1. Materials -- The member should select a project within his financial means or available resources from outside the family.

2. Difficulty of assignment -- Sometimes young people are willing, and parents often encourage them, to attempt an activity which is beyond the member's ability to complete. Here is the place for sound guidance by the local leader and the Extension worker.

3. Its fitness in the community -- Does it offend the morés of the local people. Does it cause honest concern? Youth work needs community support and respect, and it should not begin with a spectacular assignment. This does not mean that an effort will not be made to exceed current production rates or other performance. Usually there will be a better understanding of results if the scale of operations is kept simple and small.

4. Value to the member -- Does the project offer a rich educational experience to the member? A good project will prepare a member for increasing responsibilities.

There are other factors, but the above will indicate the need for serious consideration of the project and consequent material needs. In areas of low income, credit facilities for youth projects are very rare.

Merchants in some countries are encouraging 4-H work by providing subject matter material to members on a reasonable repayment basis.

A feature of some plans is the return of part of the produce as repayment. Thus, from a tenth to a fifth of the grain produced is returned to the party advancing the seed. Where livestock is part of the project, a member may be permitted to keep the calf and return the cow. A rather common practice with swine is the return of 2 or 3 pigs from the litter.

There are no hard and fast formulae. Certainly the agreement should be thoroughly discussed by parents, members, and providers of materials. Extension workers generally agree that a member should not expect an outright gift of materials. If improved methods will yield better than customary methods, there ought to be enough produced to pay for the materials.

The Project Record

Keeping accurate and complete records is important in the all-round development of the 4-H Club member. Because of this, records and reports are required for project completion. Project records serve the following purposes:

- Develop an understanding of the scientific method.
- Provide a source of information for later reference.
- Stimulate members to achieve self-improvement.
- Show others what has been accomplished.
- Qualify for awards.

Explaining the values of record-keeping to new members is important, and it should be done early in the club meetings. This will avoid many incomplete projects. The record is a part of 4-H work that has a high potential in persuading adults to follow good practices, since results achieved at home are hard to ignore. They are valuable also for publicizing area and national results of youth work.

Minimum essentials of a good individual project record include: (a) Simple inventory; (b) list of costs and income; (c) profit and loss; (d) success and problems encountered; and (e) a brief narrative study of project growth and development.

A member completes his project when he fulfills the requirements and turns in his story and record book, filled out to the best of his ability. The leader's signature on the record book means that the club member has completed his work to his and the leader's satisfaction.

Completions in club work are more likely to result when (a) the members have high standards; (b) boys and girls take part in planning what they will do to meet these standards; (c) parents understand youth work and cooperate with the boys and girls at home; (d) club meetings are friendly and fun; (e) clubs meet throughout the year; (f) clubs have meetings with other clubs and do things together in the community; and (g) club members feel they belong to an important organization with important things to do.

The following suggestions, offered to the inexperienced youth leader, have been gleaned from many years' work with 4-H Club members:

- Record keeping is easier for some than for others. Encourage members to take pride in being the authors of records. This may be accomplished by referring to the record as a junior business or partnership deal with parents. Point out the similarity to a businessman's books and records. For younger members, pencil is preferred to pen. Neatness is important, but not essential.

- Have simple record books for beginners and more advanced records for older members, especially in livestock projects. Keep records functional. Do not permit the record to become an end-product. It is only a means toward developing well trained youth. As they learn, they will keep a more complete record and take pride in it.

- When it is necessary to close records before crops are harvested or animals are sold, help the club member estimate his yields by weighing or measuring fair samples. Help him calculate his total yield. This will give the experience he needs and qualify his reports.

- Recognize a club member who has made progress even though his records aren't the best. Compare his work with what he did last year, not with other club members' work.

- Study records at the end of the year to plan for the next year's work.

The following are outlines of regular project record books similar to those in use in many States:

A. Cotton 4-H Work Book (Arkansas)

1. Data on member, family, and farm or home.
2. Why take a cotton project.

3. Steps to follow --

Discuss project with parents and club leader.
Get good seed.
Study the soil and fertilizer needs.
Planting, thinning, and cultivating.
Harvesting and marketing.
Completing the work book record.

The above steps are treated in question and answer form. Some are tests using true and false statements. Information precedes a report or answers to questions are provided for ready reference. At the end, a table of approximate costs helps the club members figure project costs and profits, if any.

B. Peanut Manual for 4-H Club Members (North Carolina)

Front cover: Cartoons suggesting activities for the months of March, April, July and October.

Topics: Soil selection; fertilization and management; seed variety and treatment; cultivation; diseases; insects; and harvesting.

C. 4-H Record Project -- Field Crops (Ohio) (Corn or Sorghums)

1. Purpose of project and requirement.
2. How crops grow.
3. What plants need for proper growth.
4. Growing your crop.
5. Selecting the seed.
6. Preparing the seed bed.
7. Seeding.
8. Cultivation.
9. Checking the yield.
10. Preparing a sample for exhibit.
11. My Project -- What will I do?
12. My Project -- What I got done -- my story.

Each of the topics is treated in easy conversational style. Some topics include questions for the member to answer.

D. Garden Project Guide and Record (Maryland)

This book is in two parts. Many States combine these items into one publication. Guide topics include: Use good seed; plan carefully; what to plant; plant on time; organic matter and fertilizers; irrigation; weed control; harvest on time; and control pests and diseases.

The guide suggests a garden map; a record page of planting; harvest and sales; a record of insect and disease control; garden produce stores; expenses, and financial summary.

E. Food and Nutrition Projects, 1 and 2
(Osceola County, Florida)

Keep a record of the food you eat each day of one week at the beginning of the project and one week at the end of the project. Keep a record and write a story of this project.

Set the table and arrange a suitable centerpiece for at least 12 meals.

Wash the dishes at least 12 times.

Make a recipe file box and collect recipes.

Take part in at least 1 demonstration.

Exhibit on Achievement Day:

A food you have prepared
Recipe for the food
A place setting
Your record book and story
Your recipe file box

Prepare or cook the following foods:

For Project I

Fruit, 3 ways or raw vegetable
Toast, 3 kinds
Sandwiches, 2 kinds

For Project II

Milk desserts, 3 kinds
Quick breads, 2 kinds
Salads, 3 kinds
Cookies, 3 kinds

2. THE CLUB

Three Kinds

Club work in the early days of development in the United States was a part of the rural elementary school program, an outgrowth of the progressive educational theory referred to in the history of 4-H Clubs. (See Appendix.)

The close relationship with the schools has continued in the southern States, clubs being organized in the classroom under the direction of the teacher. The obvious advantage of a sure audience, which often results in large enrollments, sometimes is offset by a possible lack of interest on the part of the teacher, and a low percentage of completed projects.

School clubs do not always have the strong parental participation that they need, because the meetings are held at school and the teachers usually do not do the visiting in homes that is so desirable.

Where schools are overcrowded it is generally conceded that 4-H Club work should not be their responsibility, although facilities and school administrators cooperate in many ways to encourage the work.

In project clubs, most of the members carry similar projects. In agricultural clubs there may be a variety of agricultural and livestock projects, just as home economics clubs are usually composed of members taking different projects. Members may be in different divisions of the same subject. In such cases, leadership responsibilities may be divided among several people, who work with members on recreation, health, safety, demonstration, record books, and phases of project work with associate and junior leaders.

Community clubs have the following features:

- There may be a variety of projects.
- Meetings are held in homes or halls.
- Members include both boys and girls of different ages.
- Clubs are led by a local leader, who may be a school teacher or may not.

Community club leaders should guide members in their selection of projects in order to avoid having too many different projects carried in the same club, although some variety adds interest and prolongs club life. Community clubs provide opportunities to share experiences and



Part of the citizenship training in 4-H Clubs may be given in the county clerk's office where these boys and girls are learning how deeds are recorded and similar information.

to work and plan together. They permit more social contact than project clubs and make possible for older members to help younger ones. The community club also lends itself to activities in health, safety, music, recreation, model meetings, and community service activities.

The community club is organized on the same basis as the standard club and meets all club requirements. Each project group may be in charge of a project leader who acts as an associate leader. The organization leader will need to use special care to get the associate leaders and the members to take part in planning the program and activities.

Community clubs usually meet every two weeks or once a month the year round. Each project group meets separately occasionally to study subject matter, judging, and development of demonstrations.

How to Organize for Club Work

Whom to see -- If an extension agent in a community believes a need exists for organized youth work, he may proceed in a number of different ways to interest residents and enlist their support. He may talk personally to individuals who are concerned and have some influence and who are willing to assume some responsibility in initiating the action. Or he may present his observations with supporting evidence and his recommendations to an existing organization with potential interest and ability to take the lead.

In the United States, farm organizations, civic clubs, parent-teacher groups, school faculties, and similar bodies often help to organize 4-H Clubs. Or, several parents who recognize the need for youth training in the community will cooperate with the extension agent in the organization and launching of the club work.

How to Explain the Values and Objectives of 4-H Clubs

The first question to be answered is, "What's the value of a 4-H Club, what does it try to do? "

By participating in real life situations and useful work, with educational guidance, 4-H Club boys and girls develop a way of life built on self-help and consideration for the rights of others. They learn to play and work with others and to practice cooperation. They learn to become self-reliant, to love the truth, and to look beyond the simple daily tasks at home to their place in the life of the community.

They learn to recognize opportunities and to make the most of their own talents. They are taught to appreciate nature and to help conserve home and farm resources. They strive to become physically strong through good health habits.

From a report of a national committee of representatives of the Land-Grant Colleges and Universities and the U.S. Department of Agriculture, issued in 1955, come the following objectives for 4-H Club work:

- To help rural boys and girls to develop desirable ideals and standards for farming, homemaking, community life, citizenship, and a sense of responsibility for their attainment.

- To afford rural boys and girls technical instruction in farming and homemaking, that they may acquire skill and understanding in these fields and a clearer vision of agriculture as a basic industry, and of homemaking as a worthy occupation.

● To provide rural boys and girls an opportunity to "learn by doing" through conducting certain farm or home enterprises and demonstrating to others what they have learned.

● To instill in the minds of rural boys and girls an intelligent understanding of an appreciation of nature and of the environment in which they live.

● To teach rural boys and girls the value of research, and to develop in them a scientific attitude toward the problems of the farm and the home.

● To train rural boys and girls in cooperative action to the end that they may increase their accomplishments and, through associated effort, better assist in solving rural problems.

● To develop in rural boys and girls habits of healthful living, to provide them with information and direction in the intelligent use of leisure, and to arouse in them worthy ambition and a desire to continue to learn, in order that they may live fuller and richer lives.

● To teach and to demonstrate to rural boys and girls methods designed to improve practices in agriculture and homemaking to the end that farm incomes may be increased, standards of living improved, and the satisfaction of farm life enhanced.

How to Recruit Members

A common procedure in the United States and many other countries is to take advantage of large assemblies of youth, such as those in schools. Thus effort is saved in calling together a group of prospects. Usually, school authorities permit time to be taken in the school day for the telling about 4-H Clubs. This is followed by a question and answer period, and a distribution of enrollment cards and approval cards to be signed by the pupil's parents and returned to the extension worker. With no more effort than is indicated here, a fairly large enrollment may be obtained. If the school meeting does not include boys and girls who should participate, other steps should be taken to reach them.

Of course, this is only the beginning, which may seem easy, when enthusiasm is high. And even though high enrollments are maintained, there is the regular job of recruiting and re-enrolling members, usually on an annual basis.

Where clubs already exist, the extension worker has a much different set of problems than one who is asked to initiate such a program. With patience and caution, a worker can learn his predecessor's strengths and weaknesses and build more strongly on the foundation.

Where the community is uninformed on 4-H Clubs, the ground work must be laid very carefully. Both parents and youth must understand clearly the objectives of the organization and their responsibilities, if they agree to participate.

The right kind of publicity is essential in the organization of a new club. It will differ in areas where 4-H Clubs are unknown and in those where they are familiar.

Before calling a meeting of young people and their parents, it is often advisable to set the stage by running articles in the local newspaper, if one exists, on what 4-H Clubs have done in other communities, their purpose, who is responsible for the work, what 4-H can do for youth, and what is necessary to have a successful 4-H program.

- Explain 4-H Club work personally to parents, boys and girls, and other interested persons, in their homes or other convenient places.

- Hold small neighborhood meetings with prospective members and parents.

- Give talks or arrange for others to talk on 4-H Club work at community meetings.

- Visit the local newspaper editor to enlist his interest and support, as well as to get suggestions for publicizing the work.

- Place pictures of 4-H Club work or project exhibits in store windows and in schools.

- Talk about 4-H Club work on radio and television programs, if available.

When the stage is set, then it is time to plan a meeting for young people and parents. After arranging for a suitable time and place, a public announcement may be made, welcoming all boys and girls of eligible ages. In addition, personal invitations should be extended to the families known or likely to be interested.

The following suggestions are made as a guide to the organizer:

- Make sure the announcement of the meeting has been made wherever possible, then check on all details of the meeting. It should be planned carefully to be interesting and not last too long. Call on experienced 4-H members and leaders to help if they are available. The chairman should be friendly and business-like.

- Have some one arrive early to check on heat, ventilation, and seats, and to greet those who attend.

● Briefly review what 4-H Club work is, what the member does, the role of the parents, leaders, extension agents, and the local 4-H Club organization.

● List 4-H projects and requirements. Explain the value of choosing a project that fits the needs, interests, time and ability of the boy or girl, the family, and the community situation. Encourage beginning members to start with only one project.

● Suggest that parents and their children determine together what project should be selected. Have a question and answer period. Some one might circulate among the groups to answer questions.

● Have interested members fill out a club enrollment card. Collect the cards and check them for completeness of information.

● Decide the time and place for your next meeting. Then close with songs and games, perhaps refreshments.

The above outline for a meeting may be augmented by other devices used by successful youth workers. They are as follows:

● Films and slides, especially of previous local work. In this instance, use of names is recommended.

● Experienced members may present demonstrations to show skills they learned.

● Exhibits showing achievement, with information on money saved or earned, and advantages to family welfare.

● Talks by prominent individuals held in high regard locally, in which youth is favorably presented and encouraged.

● Announcement of club prizes for early organization and initiation of activities by different communities or neighborhood groups.

● Announcement of lend-lease project supplies, such as livestock, in which certain of the increase is returned to the original source, the balance being kept by the group or club member.

● Talks by experienced members from other areas.

After the meeting, the follow-up is vital. By home visit, the extension agent or leader should contact the enrollee to help him or her decide on suitable projects in line with the ability to provide or procure the materials necessary to carry through to completion.



An extension agent calls on the family of a 4-H Club member to explain the program, discuss possible projects, and help them understand the need for cooperating and the benefits to be derived.

How to Hold Interest

Many studies on organization and functioning of youth groups have been made in the United States. Although these findings provide a wealth of helpful information, they need interpretations and modifications in keeping with the culture and economy of the people. For example, age of initial enrollment will vary widely in different countries. Some of the findings from studies are as follows:

- A 4-H Club asked for by a community lives longer.
- More 4-H Clubs disband during their first 3 years than later on. New clubs need special attention.
- A large new club lives longer than a small new one. Ten or more members is a good size.
- A large old club lives longer than a small old one. It pays to keep up the membership.
- A 4-H Club lives longer if it takes in new members every year.
- 4-H Clubs in which most of the members complete their project work are the ones that live longer.

Here's a little advice on the re-enrollment of 4-H members:

- Enroll new 4-H members at the age of 10 (or the minimum age) when possible. The younger the new members, the longer they will maintain interest in 4-H and stay with it.
- 4-H members who fail to complete a project make up a large proportion of those who do not enroll the next year; therefore, pay special attention to helping members complete their projects.
- Membership in 4-H Clubs that fail to reorganize make up another large proportion of those who do not re-enroll the next year. Keep the clubs organized.

First year members need special attention -- In the United States, about three-fifths of the club members who finish one year of club work enroll for a second year. There is much variation among the States and counties in this regard. Some counties re-enroll as high as 80 percent of last year's members each year.

This problem was studied in the Western States recently. According to the findings, here are some of the suggestions to stimulate re-enrollment:

- Consider each first year member as an individual of personal worth to the club and to the community.

● Make each first-year member feel important when he first joins, during the club year, during and at the end of the year.

● Visit parents of members, especially those who show little initial interest in 4-H Club work.

● See that every first-year club member has something special to do in connection with club affairs. (It has been pointed out that any person who hears his name mentioned 3 times at a meeting will surely return for the next meeting.)

● Make certain that each first-year member has the necessary information and supplies to complete his project.

● Provide recognition for beginners in other ways, in addition to exhibits and competitive affairs.

● Have the club take part in some community activity that attracts favorable notice and gives prestige.



Nature study is still a popular project among 4-H Club members, not only in the United States but also in many other countries. This girl is learning to identify many varieties of insects and has learned to mount specimens.

3. THE CLUB MEETING

Regular club meetings have three parts -- business, program or lesson, and recreation. If these three are planned in advance for the year with every member taking part, club meetings are likely to be successful. The program committee will attempt to have a variety of topics and methods. Meetings should fit the needs and ages of the members. Where members are enrolled in more than one project, special project meetings may need to be planned to cover the subject-matter

Sometimes junior leaders may meet with a project group. If all members are enrolled in one subject, instruction may be included in the regular meetings. Several project groups may plan together for special events, such as tours, picnics, and achievement days.

The program committee can make the meetings lively with the following: Demonstrations; illustrated talks; quizzes; discussions; interesting speakers; ceremonies; workshops; group singing; skits and stunts; slides; film strips or movies; special numbers, such as poems, vocal or instrumental numbers, or chalk talks; exhibits; judging; and surprise features.

The Order of Business

Preceding the formal opening of the first meeting, if an "ice-breaker" is needed, someone with experience or knack might lead in a game for 10 or 15 minutes.

When the meeting is called to order, members will stand and repeat the flag salute and the 4-H pledge. The selection of officers should precede other business, such as the appointment of committees and the selection of a name. The discussion of projects and records should be handled in as lively a manner as possible, and when the business is concluded, the meeting should be closed promptly. Some form of recreation should follow immediately.

At the second club meeting, some of the business which time did not permit handling at the first meeting will have to be covered. If possible, a demonstration should be given at this time. Before closing, the leader should make clear what members are expected to do on their projects before the next meeting.

At the third meeting, after repeating the flag salute and 4-H pledge, members might reply to roll call with a sentence report on their projects. It is time now to start training members on giving demonstrations. They learn best by doing, and next best by watching others. Opportunity should be provided for planning with each member when he

can give a demonstration and what his subject might be. The secretary will need this information for the calendar and program.

For approximately 30 minutes of a meeting, the leader should discuss information on the projects to help the members grow in knowledge and improve in skills. Fifteen minutes of fun, led by the recreation committee, should follow the closing of the meeting.

Flag Salute and 4-H Pledge

These may vary in different countries. This should be discussed with a local government official. He might even get a flag for the group. However, in some countries, the flag is not the object of affection and pride as it is in others.

Officers

Club officers usually consist of the president, vice-president, secretary-treasurer, reporter and song leader. Sometimes there's an historian. The vice-president serves as the program chairman. It is up to the local leader, or someone else qualified to do so, to explain the responsibilities of the different officers and the importance of selecting each one for his abilities to do the tasks assigned. He will need also to guide the club through the election of the president, then the business can be turned over to him. Once officers are elected, the local leader must try his best to remain in the background, coming in on the business only when necessary. Training for the officers should be planned and given early in the formation of a club.

Committees

Committees to be named will vary with the number of members and their experience in club work. In a larger club, the following may be needed; Recreation, Program, Membership, Constitution, Community Service, Music and Health.

Although the president usually asks for volunteers on committees, he is wise to draft every member into one or another of the committees. Participation in activities is one of the secrets in keeping interest alive. Deciding on a name for the club is usually enjoyed by everyone.

Recreation

"All work and no play makes Jack a dull boy" is a truism that can be applied aptly to club meetings. Recreation is a very important part of 4-H Club work, not only to maintain interest in the group meeting but also because playing together helps people learn how to work together.

A recreation program provides ideal situations for leadership development. With a recreation chairman or committee, any one who wishes can have the opportunity for leadership experience. It's good to have variety -- games, music, crafts, hiking, picnics and the like.

Demonstrations

The demonstration is a unique and valuable aspect of 4-H work. The skill in demonstrating good practices is highly desirable for influencing others to change their practices. This alone would justify the cost of youth programs. Hundreds of thousands of demonstrations by boys and girls have been viewed by several million people in the United States. The effect of careful preparation in presentation of known improved practices has resulted in their adoption in many fields of agriculture and homemaking.

Other values of learning good demonstration techniques include: Development of self-confidence; skill in addressing adults and peers; study of good practice in agriculture and homemaking; and pride in accomplishment.

The club meeting is the natural place to learn by giving a demonstration, something simple, within the capabilities of the member. It provides an excellent opportunity to teach a lesson in better practices, and is the best known way of putting across an idea.

As a member improves in skill, the leader should arrange for the boy or girl to give the demonstration before a larger audience, in the school room or a community meeting of some kind. If the subject is of interest to the public in general, the demonstration might be given in a public place, such as a store, town hall, or fair. This kind of an educational experience is valuable for the performer and for the audience.

Planning Ahead

The club program should be planned ahead on a yearly basis. A plan covering the year's activities is as important as a map for a trip. It assures more interesting meetings; permits each member to take part in the planning; allows adequate preparation for meetings and events; informs parents and others about what the club expects to do; gives a feeling of direction and security to the club; and makes for a well balanced program with a variety of activities. The program includes goals, a tentative calendar, and tentative plans for each meeting.

If the club is small, the entire club may plan the yearly program. In larger clubs, the president may appoint a committee to work with the leaders. In some cases, the officers of the club with the leaders will do the planning, although this is not as satisfactory as having a special committee do it.

The yearly program should be made soon after the election of officers. Actual work of the committee begins with a check list of all club members and their projects. Before assigning places on the program, it is important to know the member's age, experience in club work, and his special interest. New members should participate on the program early on the calendar.

Goals are what the club hopes to accomplish by the end of the year. Examples are:

- Plans for community service, such as clean up school grounds; help maintain a community hall; conduct a rat eradication drive; or help control an insect-infested area.

- Plans for club activities, such as health, safety, conservation, recreation, and rural arts.

- Plans for publicity, such as plans for periodic publicity to enlist community interest and support. Examples are: News stories, window displays, and programs at schools, farm organizations, and similar places of public gatherings.

- Plans for increasing membership. As members grow enthusiastic about 4-H Clubs they will want to tell others about them. This activity will have to be planned and encouraged regularly.

Program and activity plans are so important, it is wise to take plenty of time to develop them, two or three meetings, if necessary. It is well worth while in promoting understanding and interest in the 4-H Club work. The plan for meetings may be presented to the club for approval, then mimeographed and distributed. Made into simple folders, they may contain the club goals, pledge, officers, names of members, calendar of planned events, and the meeting place for each month of the year. Parents as well as members appreciate having copies of the program.

Tips for Successful Meetings

An efficient program chairman will do the following:

- Check before a meeting to see that those scheduled to appear are ready.

- Be alert to new ideas that will make the club meeting lively.

- Arrange the program to be well balanced and thus interesting.

- Announce the speakers or participants and thank those appearing on the program.

At times there will be visitors who wish to observe. They should be made welcome, and if it seems advisable, certain changes in meeting procedures can be made to give them a more complete picture of 4-H work. In communities where people are interested in youth activities, it may be wise to make special arrangements to provide for larger crowds. Recreation may need adjustment and refreshments dispensed with.

Other suggestions for successful club meetings are:

- Meet as often as possible in members' homes.
- When members are 14 years of age or over, meetings may be held in the evenings, if the group prefers it.
- Use most of the meeting for work connected with projects, but make the business and recreation parts important, too. See that every member has a chance to participate in some activity, if only in singing or games.
- Club officers and committees should function actively. Start giving responsibility to members in their first club year.
- Provide opportunities for members and leaders to help plan the program and activities.

4. LOCAL LEADERS

Obviously, one extension worker cannot direct singlehanded a large number of 4-H Clubs. He needs many assistants. In 4-H Club work they are called local leaders -- men and women who volunteer to help with the clubs. Their only payment is in the pleasure and satisfaction that come from successful work with youth.

Responsibilities

The responsibilities of local leaders may be listed in part as follows:

- Interpret ideals and activities of 4-H Club work to the community.
- Secure the interest and cooperation of the parents.
- Add status and prestige to the movement in the minds of parents and community leaders.
- Help guide and organize 4-H Clubs.

● See that there is a satisfactory time and place for the club to meet -- in a home, school, club house, community building, or elsewhere.

● Participate in regular and special club meetings.

● Advise members in the selection of projects, with the cooperation of parents.

● Guide the 4-H Club member in the completion of projects.

● Keep up-to-date on 4-H Club activities and events; attend county, regional, and state training meetings for 4-H Club leaders when possible.

● Encourage members to participate in county 4-H Club activities.

● Use an assistant leader and help him develop.

Recruiting people who will become effective leaders and who will continue for several years is a major problem in 4-H, as it is in any volunteer activity.

The average length of service for volunteer leaders in 4-H (in the United States) is less than 3 years. Those with two or more years of experience are the most effective, so it pays to select, train and nurture local leaders with care. There is a direct relationship between the success of clubs and the length of leaders' service.

In a study of 4-H Club work it was found that the percentage of completion for clubs with leaders in their first year of experience was 83 percent. Percentage of completions under leaders with 6 or more years of experience was 92 percent.

Only 59 percent of members under first year leaders enrolled again, while 74 percent of members under leaders with 6 or more years of experience enrolled again.

Selection

Leaders may be selected in different ways, some better than others. When a club selects its own leader, he or she is probably a competent person familiar with the ways of young people. Any person approached with the enthusiasm of a young group would find it difficult to refuse. This creates an ideal situation in which the leader knows he can work with the group, and would likely begin with a high level of interest.

Where an adult organization designates a leader, several factors enter in. Unless the adult group is truly clear on the problems of leadership, the objectives of 4-H Clubs, and their measure of success, poor selection could result. Individuals may feel a loyalty to their own groups, yet lack interest in the younger generation or the ability to work with young people.

If the extension worker chooses an effective leader, he has done so after exploring the fitness and interest of a number of persons. Yet he is limited to the opinion of only one person -- his own.

When members, parents and community representatives together select a leader on the basis of his or her qualifications for the job, that is the most satisfactory method of all. Where youth leadership is a mark of pride and recognition in a community, good leaders are willing to serve.

Occasionally, a well qualified individual volunteers to take the leadership of a group. His interest and enthusiasm may infect others to offer their services. Where a number of leaders are needed, it may be necessary to enroll any one willing to meet with the club. Then it is up to the extension worker to give training in the nature and development of 4-H Club work.

The parent as a leader is usually very satisfactory. One of the major characteristics of family life is the spirit of helping each other. Rural community life fosters a cooperative attitude, so it's no wonder that parents often make excellent local leaders for 4-H Clubs. Once they know the 4-H program and its results, they develop enthusiasm fast. However, it is often true that the farm man or woman feels unqualified for undertaking the duties of youth leadership, and the recruiting committee will have to use ingenuity to convince the prospect that he or she possesses the qualities necessary or can easily acquire them.

Many farmers and homemakers are especially interested and well informed in some line, such as dairy cattle, swine, corn, clothing, cooking and machinery, and can serve as a project leader at first, then become a general club leader later.

There are approximately 350,000 4-H Club leaders in the United States, and about 65 percent are parents. Each one gives hundreds of hours of time and much effort. Busy people are often the ones who find the time for one or more activity, if they are convinced it is worthwhile.

Parents as Leaders

Good parents have the right attitudes to be good youth leaders. They are likely to be respected in the community, they love their children, and they are eager for their success. Dr. C. B. Smith, one of the



A 4-H Club member with experience helps the younger members with their projects. Junior leadership has become a popular and valuable project for developing responsibility in young people.

early extension leaders in the United States said; "National agents and local leaders may kindle the flame in youth to take up 4-H work, but it takes the good will and help of parents to keep the fire burning.

"Parents can lend needed encouragement and help to club members when days are hot, weeds are many, and ambition lags.

"The big help of parents to their children in 4-H work lies in their sympathetic attitude toward the work; their willingness to furnish the needed ground, equipment, stock and other materials; their visits to projects; encouraging words; timely advice; and occasional attendance at club meetings and regular attendance at achievement days and community and county fairs.

"It is a wise extension agent or local leader who explains to parents what 4-H is all about and its significance in the home, to their children, to the community, and to the nation."

Assistant Leaders

The local leader with a large club will need one or more assistants. There may be a definite division of responsibility, each performing certain duties in the club; or two persons may work closely together, supplementing the other wherever necessary.

Older club members often become junior leaders. They can be very helpful to younger members and can also learn much themselves from the experience. Members who have served as officers of the club and demonstrated their ability to get things done may become junior leaders, thus taking much of the load from the shoulders of the local leader.

The selection of an assistant or junior leader may be less formal than that of the local leader, but he should have his share of recognition for work well done. He or she can be a strong force for the continued existence and performance of the club.

The junior leader can help in many ways. He can set a good example in his own club project work. He can help the very young or inexperienced members with their projects. He can demonstrate a cooperative spirit. He can help secure new members, and assist the leader in acquainting parents and others in the community with the progress being made. He can assist in organizing groups and training new officers. He is especially valuable in helping the leader with details of meetings, recreation activities, and training younger members in demonstrations.

In some of the larger clubs, a project leader might be selected who is a recognized specialist in his field. His duties are largely limited to

helping members with a specific project, such as poultry, gardening, or clothing construction.

Training

Youth club leaders usually need all the training they can get to do their job well. Most extension workers agree that leader training is one of their most productive activities, but it is also time consuming and never ending.

First of all, the club leader must know what the program is aiming for, what the objectives are. He must understand growing youth in order to proceed effectively and have the maximum influence for the good of young people. He should know how to handle the organizational details smoothly, and he must know enough about the subject matter of the projects to assist the clubmembers. In all of these he needs guidance and training.



Good training for local leaders often makes the difference between successful, continuous 4-H Club work and decreasing participation. Training varies from the basic fundamentals of club organization and project work to the psychology of working with youth.

Well prepared information in written form is good if the leader can read. He may acquire competence from pictures or first hand demonstrations. When it is necessary for him to teach club members, he should have the lessons explained and taught to him. The influence of an extension worker spreads rapidly through thorough training for local leaders. It means that he reaches not only many young people, but also their parents and other adults.

In addition to the training that a local leader must have, he also has the right to expect promises to be fulfilled. He has a right to expect supplies and materials to reach him promptly. When a busy person accepts the responsibility of serving as a youth leader, he should receive all the help possible, and certainly all he has been promised.



Public recognition of the local leader's work encourages the men and women who volunteer many hundreds of hours for helping 4-H Club members. Youth training in 4-H Clubs would be reduced to insignificance without the volunteer local leaders. Expressing appreciation for their efforts should not be forgotten.

Above all, he has the right to recognition in his community for the services he has given. The trained leader enjoys satisfactions which prompt many to serve year after year. Thousands of youth leaders in the United States have served over 20 years.

To give the training of local leaders an air of importance which it deserves, prominent officials of the community may be invited on special occasions to meetings of leaders. At the rally or achievement event when the year's work is terminated, public recognition for the leaders as well as the members can be made a part of the program. Here again, the participation of an important public official can give the leaders recognition and also help to strengthen the respect of parents and others for the youth work in the community.

5. PARENTS

Parents' cooperation in rural youth club work is vital to its success. A study carried on in northeastern United States proved that an attitude of wanting and asking for help on the leaders' part, plus special 4-H activities of interest to parents promotes cooperation.

Local 4-H Club leaders may be classified according to their attitudes toward parents: (1) Those who expect parents to be interested and active in all club activities; (2) Those who want them to be concerned only with the project work; (3) Those who want parents to be helpful with club activities; (4) Those who want help only with the chores. These attitudes are influenced by local extension problems and the training and policies given the leaders by the extension staff, of course, but it is generally agreed that the leaders in the first group get the best cooperation from parents.

The following methods are the best for getting parents interested and informed on 4-H Club work:

- Hold regular meetings in parents' homes.
- Have special social events with parents.
- Hold several public or community events to which parents are invited.
- Leaders and members both invite parents to meetings.
- Visit from leader at least once a year.
- Conduct planned tours to members' homes.
- Get parents' consent to child's joining club.
- Appeal personally to parents to help with club work.
- Discuss objectives and projects at meetings.

- Give recognition and express appreciation to parents.

Studies have shown that a majority of parents are willing to:

- Attend special 4-H events.
- Attend 4-H exhibits.
- Attend regular club meetings.
- Discuss with local leaders how they can help.
- Have 4-H meetings in their homes.
- Provide transportation for members.

But usually much less than half actually do any of the above activities. About half or more of the parents are willing to:

- Help the leader plan the program.
- Get parents together to discuss 4-H.
- Help the leader teach project work.
- Take part in 4-H meetings.

But only a few actually do participate in these ways. Only about one out of 100 parents actually serve as 4-H leaders or members of the council. Nearly all of the parents are willing to:

- Help members select their project.
- Help members get material for project.
- Help members with their project.
- Help members with their project records.
- Encourage members to take part in 4-H activities.

But less than two-thirds are doing so. This study points up the willingness of parents to help if they are shown how to do it. Here is a great reservoir of strength, ready to be tapped by the local leaders and the extension agents. It's up to them to find out how to use the help.

One club, reporting on parental cooperation in the July 1952 issue of National 4-H News, says: "We have wonderful cooperation from our parents. Parents take turns in having the club meet in their homes and share being hosts. They are responsible for the recreation period, so they get acquainted with what we do. Our parents know they are welcome at meetings and free to make suggestions.

"Each parent is given a job to suit his talent. A sportsman has charge of our ball team. A musician helps with the singing. A mother who does beautiful handwork leads in crafts. Another good in sewing assists with that project. Another helps in food work. When our club presented the 'Grand Old Opry', a parent was the fiddler; another was a comedian; two other parents handled the money and sold drinks and candy.

"Parents take us to meetings and help us with money and material for our projects. They have raised a sum sufficient to convert our school basement into a recreation center."

Another leader reports: "We started our 4-H Club seven years ago. At first, parents wouldn't take their children to meetings, but soon began to see the good in our efforts. Today we have 28 active members and almost that many cooperative parents.

"We held our achievement program at a farm bureau meeting, so a lot of our parents were present. Our president read 'The Local Leader' by Dr. C. B. Smith, and thanked all parents for their fine cooperation.

"Eight volunteered special help in conservation, food preparation, safety, gardening and health.

"Our awards and trips were won in projects in which our parents helped us.

"Our parents helped us in projects, in our business meetings, and in our community events. They provide transportation in our tours and other events and let us meet in our homes. We tell our parents how much they are needed and appreciated. They feel a responsibility for our success."

6. PRIVATE SUPPORT OF YOUTH PROGRAMS

There is no substitute for governmental and community support of youth work. However, additional assistance or sponsorship by individuals, business concerns, farm organizations and others has much to recommend it. Such support should never become dominant or demanding. It cannot serve an administrative function.

Ways in which private support of youth programs can be expressed include the following suggestions:

- Assist members with project materials on a credit basis.
- Offer educational scholarships for excellence in youth work.

● Help in promoting youth events such as fairs, exhibits, demonstrations, and rallies.

● Award modest prizes in local events.

● Participate in meeting local costs of leaders' recognition affairs.

● Provide leaders with pins or subscriptions to publications.

● Participate in advisory committees or councils when required.

● Help with transportation of youth on educational tours and trips.

Of the above, the next to the last is probably the most important. Extension workers should be careful to keep the public informed of the contributions made to youth work by private individuals.

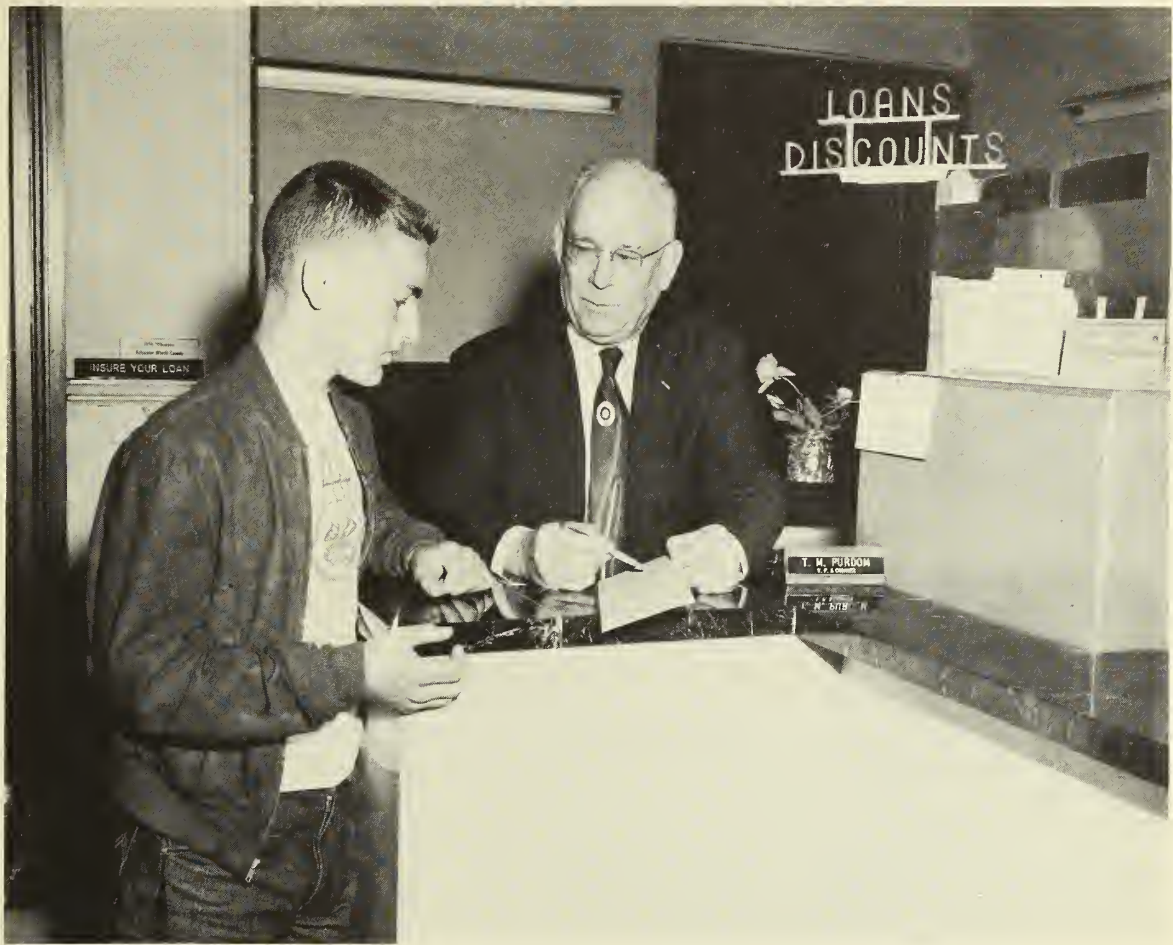
Many more activities than those indicated above are carried on in local communities by farm organizations, local officials, banks and other businesses. Of tremendous assistance is the contribution of the radio and newspaper people.

The United States and several other countries have experienced occasional difficulty through the misguided enthusiasm of certain commercial sponsors. A profit-making organization may see a commercial opportunity in the use of youth organization emblems on their products, or in the acquisition of mailing lists of youth members or leaders. This must not be permitted.

In almost every instance, if properly approached, a commercial sponsor will show a commendable attitude toward the necessary limitations in such things as advertising and the use of youth organization insignia on his products. It is very important to establish early a well considered policy regarding such matters. This policy should be in writing and available to all concerned. Such a policy was drawn up in the United States and is available in leaflet form.

7. INTERNATIONAL EXCHANGE PROGRAMS FOR RURAL YOUNG PEOPLE

The Grange Rural Teenager Program is a cooperative effort of National, State and Pomona Granges with the U. S. Department of State. Objectives are similar to those of the Farm Bureau's Exchange program. Education for world peace is stressed. Emphasis is laid on the opportunity for rural youth of other countries to understand the democratic process and the American way of life and to disseminate this information on their return home.



Bankers usually are glad to cooperate in the business training which is a necessary part of most 4-H Club work. Learning young to keep financial records, deposit money, borrow money, and the like makes adult enterprises easier.

This program was initiated in 1950 for teenagers who must be between 16 and 18 years of age. They must be from farms and have a desire to return to farming or an allied occupation. Hosts of the Teenagers must be Grange members. The visitors attend High School a full school year during their stay. State Department funds provide for part of the costs of the program.

The International Farm Youth Exchange is sponsored by the National 4-H Foundation in the United States. This is a non-profit, non-governmental educational organization which works very closely with the Cooperative Extension Service of the U. S. Department of Agriculture and the Land-Grant Colleges. As a matter of fact, the Board of Trustees represents every segment of the cooperative extension service.

Objectives are to help promote international good will and to help develop leaders among U. S. and other farm youth, to name only two. The IFYE program was organized in 1945 with 6 visitors to the United States and 17 U. S. delegates going to Europe.

All three of the Exchange programs described are registered with the U. S. Department of State under the Information and Educational Exchange Act of 1948 and carry uniform project numbers for visa purposes.

IFYE's must be between 20 and 30 years of age, unmarried, have a secondary school education, and, a farm background. An important requirement is the willingness to share the benefit of their experience with others upon their return home. In all three programs, exchangees live with their host families and share in the work and social life of that family.

How Exchanges Help Promote Youth Programs. Mr. Warren Schmidt, Coordinator of the IFYE program, said at a conference recently: "Basically, the International Farm Youth Exchange is aimed at mutual understanding and good will between the U. S. and cooperating countries. It has not been an explicit objective of IFYE to promote the development of youth work in other countries, other than through the special exchanges with several countries in South Asia and the Middle East in cooperation with the Ford Foundation's overseas programs. In the regular IFYE program, it is felt that it would compromise the basic purpose and position of IFYE to put itself in the position of actively promoting the development of youth programs in other countries.

"An increasing number of exchangees have become involved in leadership positions in youth work upon their return home. Frequently U. S. delegates find opportunities to contribute to the developing youth programs in their host countries. Several have made significant contributions to youth programs as demonstrators, evaluators, consultants to leaders, and through sharing ideas."

**PART II -
REPORTS
ON
YOUTH
WORK
IN
OTHER
COUNTRIES**

1. BRIEF HISTORY

4-H in Europe is over 25 years old

From the report of the European Rural Youth Conference, held in Sweden in May 1956, comes the following statement by Marcel Faure, Rural Secretary of World Assembly of Youth:

"A curious coincidence has occurred these last few years, in that a large number of organizations for rural youth have celebrated their silver jubilee, their 25th anniversary.

"Indeed, organizations for young farmers were almost all founded at the same time, around 1930. To mention only a few:

- 1926 - 4-H Clubs of Denmark
- 1928 - 4-H Clubs of Finland
- 1928 - JAC, Belgium
- 1929 - Young Farmers' Clubs of England
- 1929 - JAC, France
- 1930 - Dutch Protestant Young Farmers Club."

That successful youth work has been and is being done in many other countries around the world is well known. It is not possible to report on all countries. However, there is considerable similarity in many youth programs, and many basic principles in youth work have had wide acceptance. The examples named in the following pages have been chosen from many reports and are included here hopefully that they may be useful to those persons facing problems of youth organization and development.

In July 1951, Cornell University, Ithaca, New York, held an Open House for Youth Leaders from many foreign areas. Dr. Hsin-Pao Yang, recording secretary of the Open House Seminar, included in his report some pertinent comments. He said:

"Although 4-H Club work has a high degree of flexibility which makes possible its adaptation in many other countries, there is a wide range of situations that must be considered before it is introduced. Foremost are long-established customs, institutional and governmental policies, and educational procedures.

"The state of agricultural development is of major consideration. It may be necessary to modify the system to deal, not immediately with agriculture as such, but with the broader aspects of community life. Literacy, health and citizenship were emphasized by the Chinese Mass Education Movement as early phases of youth work.

"In Egypt, young people take recreation and social services as their projects. The organization of the Three F Clubs (Food for Family Fitness) in Jamaica, the Future Farmers of Greece, and the school farms and gardens in the British Colonies, developed by the Department of Agriculture in cooperation with education departments, are examples of flexibility of adaptation.

"The cardinal principle governing the adaptation of 4-H Club work in other lands is the recognition of local needs and the importance of taking all the necessary steps to adjust the new system to meet these needs.

"Requirements of daily living differ from one country to another. Youth activities must be pursued in conformity with these requirements.



Electra Papageorgiu, a rural homemaking advisor of the Greek Ministry of Agriculture, explains the diet possibilities of sun dried and canned vegetables to a class of teenage girls at Chiliemodi.



In Surinam, the demonstration is an effective method of teaching. These Hindustani girls are learning by watching and doing.

Vegetarian tradition, superstition, and prejudices of certain peoples may delay the organization of projects. However, substitutes can be found, such as organization of consumer cooperatives, vaccination campaigns, and reforestation, as promoted by many youth groups in China.

"The selection and interpretation of symbols and ceremonies for youth organizations should be flexible to conform with the different value systems operating in different countries. The creed, pledge, and motto adopted by the 4-H Clubs in the United States are parts of American value systems, growing out of American cultural background. Other countries may or may not regard these as useful and applicable.

"Some countries, following their traditional practice, may want to separate boys from girls, especially during the adolescent period. The age-long discrimination against the females may also discourage young girls from participating in this new youth organization where both sexes take equally active part. Care must be taken, therefore, to lay certain ground work, not only in setting and testing this new organization, but also in social and cultural preparation, making sure the time for public acceptance is ripe.

"Developing public interest and public awareness of the problems and the need for doing more in educating rural youth takes time. Concentrated efforts in small projects can convince people better than large-scale operations. Furthermore, a small beginning can make best use of the resources available, thus preventing economic waste.

"Many youth activities in the beginning may of necessity be confined to those which fall within the prevailing subsistence level. Another reason for a small beginning lies in the fact that good leadership for youth work must be found and trained; and finding and training leaders is not easy and requires time."

Origins of Certain Youth Organizations

United Kingdom -- The Young Farmers' Club movement came into being in England and Wales in 1921, when the first Y.F.C. was formed as a dairy club at Hemyock in Devon. The seed from which the movement grew was sown by the late Lord Northcliffe. On a visit to the United States and Canada he had observed the success of the 4-H Clubs and was so impressed that he decided to inaugurate a similar movement in the United Kingdom.

Lord Northcliffe was assisted in the effort by an official of the United Dairies Company in London, who recognized the value of Young Farmers' Clubs in educating the young dairy farmer to produce more and cleaner milk from healthy dairy animals. Following Lord Northcliffe's death, the Ministry of Agriculture took over the direction of the Y.F.C. and made country-wide efforts to enlist local concerns as sponsors.

Austria -- In planning the rehabilitation of Austria, leaders believed that more productive farm methods were needed and that they could be introduced most effectively by the development of an Extension Service. Because 4-H Club work in the United States forms such an important part of the Extension program, it was decided to organize a 4-H Club movement in the U. S. Zone of Austria. The program was initiated in the first part of 1949. By the end of March, 25 clubs had been formed, and by the middle of the summer there were 46 clubs with 836 members.

Norway -- The Norway Youth Association was founded in 1896 and is based on a membership in each community. Each club is independent in its policy. Members pay an annual fee. The ages range from 15 to 40 years, with a membership of about 30,000. The association strives to preserve the old culture and lead in personal and community development.

The Norway Rural Youth Union, founded in 1945, works closely with the Farmers Union and the Country Women's Union. The Union is concerned with general and vocational education in the rural areas. Interest is keen for competition in such activities as plowing, judging, and home arts. There are about 15,000 members whose age averages 21 years.

The Norway Agricultural Clubs Association (4-H Club work) had its beginning in 1924 when a Danish-American gave a speech in Oslo about boys' and girls' club work in the United States. Clubs began to be organized, and, in 1936, the present association was formed. Membership currently totals over 17,000.

Peru -- In 1951, a sugar refinery in northern Peru arranged with the Agricultural Service (SCIPA) to establish an agricultural club for youth. Two hectares of land and the necessary equipment were provided. SCIPA officers selected 26 boys from the families of laborers. A final selection left 15 boys who entered into an experience, their first, wherein they learned about agriculture and growing of crops. Soon a girls' group and a second boys' group were formed and also supplied with necessary land and equipment. The members of these clubs have branched out into the growing of vegetables, poultry, and many other projects.

Panama -- In addition to the official sponsorship of 4-S Clubs by the Ministry of Agriculture, Commerce and Industries, the Rotary and Lions Clubs also cooperate in promoting the program.

Japan -- The rural youth program as conducted by Extension in Japan began in August 1948 when the Agricultural Improvement Promotion Law was enacted and the new program of Agricultural Technique Extension Service was initiated. It is presently divided into two major segments. They are 4-H Clubs, composed of youths less than 20 years of age, and Farm Study Youth Clubs, composed of young men and women between 21 and 25 years of age. Development was furthered under the youth club work policy established in 1950, and has been on a rapid increase since.

The Japanese program is currently sponsored by: (a) Extension Division, Development Bureau, Ministry of Agriculture and Forestry; (b) the agricultural improvement section of each prefectural government; and (c) the Japan 4-H Association, a private group of sponsors.



Korean girls are learning how to cap bottles of fruit juice by watching a 4-H Club member give a demonstration. Club work spread rapidly once it was started in Korea.

At present there are about 307,000 young persons enrolled with an average of 4 clubs or groups per rural community. Higher standards of project performance have been instituted recently.

Korea -- At the end of World War II, 4-H Club work in Korea was started by Col. Charles A. Anderson in Kyunggi Province. United States military forces assisted with materials, literature and program aids. In 1954, a nationwide campaign to organize 4-H Clubs was carried on with the assistance of the Korean Foundation. A National Committee for 4-H Clubs was formed to give material aid to the program.

Philippines -- The year 1934 marked the beginning of youth club work in the Philippines, started by the late Miss Maria Y. Crosa, Chief of the then Home Economics Division, Bureau of Science. At first,

only girls and women were included. In 1946, the 4-W program was initiated by the Agricultural Extension Division, Bureau of Plant Industry. The present 4-H Club work was started in 1952. Over 115,000 boys and girls belong to 4-H Clubs now.



A garden plot in a Philippine village home is usually an indication that a 4-H Club member lives there. This boy raises tomatoes, okra, eggplant, and cabbage.

West Java -- Although Indonesia does not seek a national name for youth clubs, West Java has 102 4-K Clubs. The major emphasis is on subject matter courses adjusted to youth and adults of different ages. There are no local volunteer leaders in the program. A home economics program has just been started, including courses in home improvement, home management, health, nutrition, clothing, family relations, food preparation and preservation, village survey, and child care and guidance. The entire program is called improvement of family life. Most of those engaged in it are in high school or beyond.

Free China -- The Four Sounds Clubs of Free China (sound head, heart, hands, and health) was initiated in 1952. Ages are from 10 to 24. The following organizations and agencies jointly conduct the program:

Joint Commission on Rural Reconstruction (JCRR)

Taiwan Provisional Department of Education

The Provincial Department of Agriculture and Forestry

Hsien and township governments.

The Farmers Association of Hsien and townships



4-S Club boys in Costa Rica spray tomatoes to control fungus disease. Organization and training for club work has been initiated and carried forward by agents trained by International Cooperation Administration advisors.



A girls' 4-H Club in Surinam gets instruction in clothing construction. Learning skills in a group accentuates the desire to do one's best and encourages personal achievement.

Thailand -- The Youth Farmers Clubs in Thailand are called Yuwa Kasikorn, and were initiated by an FAO representative in 1952. Additional support and interest was given by Ministries of Education, Agriculture, and Interior, as well as UCA, UNESCO, and FOA. In 1953, the program was placed under the Department of Agriculture and now has about 2,500 boys as members.



Gardening is a popular project almost everywhere. Columbia (South America) school children are working here in a demonstration garden.

2. INFORMATION FROM A QUESTIONNAIRE

To determine the progress in Extension work with youth in the various countries, the Federal Extension Service of the United States Department of Agriculture in Washington, D. C. prepared a questionnaire in 1956. Copies were distributed by the International Cooperation Administration (ICA). Replies from 42 persons on U. S. Official Missions have revealed some common trends which may be helpful to those concerned with youth problems.

The influence of foreigners' visits to the United States and the efforts of U. S. technicians in the various missions is evident in the questionnaire returns. Yet a number of countries in which such influence is minor also indicate similar trends, though not so comprehensive.

Membership in rural youth organizations in 33 countries outside of the United States, as of January 1, 1956, was about 600,000 boys and girls. (No Western countries with rural youth programs were included in this survey.) There were 36,000 clubs listed. This means a very heavy work load in organization and maintenance.

In almost every instance objectives stressed democratic procedure in organization, leadership, and activities. Among fears expressed by certain governmental officials and reportedly by some parents was the possible indoctrination of youth in certain political matters. That this has not developed is a source of great encouragement.

The replies to the questionnaire show a wide variation in organization of youth work. Less than two-thirds report a national leader of youth work. Most showed that the National Extension Service accepts youth work as its official responsibility.

About 75 percent of the reporting countries have very close ties with the schools. Even a larger percentage report using schools as meeting places. In many instances, school teachers are required to serve as leaders. In others, they are persuaded to do so. The individual country reports gave great credit to the school teachers for their service to youth, but indicated a problem of leadership in the periods when schools are not in session.

According to the replies, the public was prepared to assist those individuals having responsibility in developing and maintaining a rural youth program, if need for assistance was made known. While many countries reported parents' interest, they also mentioned the difficulty that parents had in providing project materials and in understanding procedures of youth work. Successful youth work usually showed a great effort to keep parents fully advised from the time they gave consent to their children's participation to the time of presentation of awards for performance at the end of the club year.

Parental interest was credited to new skills and techniques learned by the youth member and later adopted by the parent. Other factors in parental interest included pride in the achievement of a member of the family and interest in the wholesome activities for their young people.

Many of the questionnaires told of poverty of parents and communities, or lack of community support, which made for serious problems in youth administration. This indicates a need for assistance by persons or organizations other than parents, leaders, and technicians.

The survey reflected little commercial cooperation which has become a recognized feature of the 4-H Club work in the United States. Only a few countries use the commercial donor under the guiding hand of government leadership for youth work.

3. REPORTS MADE AT WORKSHOPS

In the last two years, two workshops have been held for rural youth leaders that gave opportunity not only for training but also for an exchange of experiences. The Rural Youth Workshop held in Ecuador in 1956 was for Latin American countries. The Rural Youth Workshop for Far Eastern countries was held in Bangkok in February 1957. Some of the reports on methods and procedures that were made at those meetings are briefly recorded in the following pages.

Projects

Generally, projects reflect the major agricultural and home-making activities. Thus in rice-growing countries, youth club projects will include many on rice production. Garden projects are very popular in most countries. The high cost of large animal projects precludes large numbers of these projects. Instead, home industries, rabbits, bees, flowers, sewing and child care enlist large numbers.

Indonesia reported that in addition to the usual individual projects, there were community projects, such as: Maintenance of village irrigation canals and ditches; plant nurseries; pest and disease control; and school ground improvement. Japan's delegates at the workshop reported 15,000 girls in clothing projects; 35,000 in foods; 3,000 in homemaking; and a smaller number in miscellaneous projects.

Korean boys and girls collect certain plant seeds, using the income to procure the eggs, chickens, or pig to start a project. Community projects include road repair projects, "no steal" projects, village clean-up, harvesting crops for sick or indigent families, anti-superstition, literacy, forest conservation, and sanitation.



The girls' village club at Bodal, India has 47 members. Here they are exhibiting their tailoring and embroidery work.

Livestock chains are reported from China, Philippines, Korea, Japan and Vietnam. Where these exist, members return part of the increase as payment for their starting animal. The Department of Agriculture in Thailand has recently arranged for a project loan program to obtain foundation stock. Members may borrow up to 10 pullets and 1 cockerel to be returned to the rotating loan bank within one year.

Peru recently reported that 1,353 boys had a total of 1,762 projects, while the 862 girls in CAJF had 1,564. This shows a very wide range of interest by the girls.

Although only 2 years old, 4-S Clubs in Bolivia can get credit from a governmental agency on recommendation of the mayor of the town. Also to finance projects, a puppet theatre program has been initiated to provide some income and also contribute to recreation.

In Ecuador some ways of aiding in financing projects were to obtain rent free plots of ground from municipal officials or ecclesiastical authorities; or get help from commercial organizations.

Leaders for Youth Club Work

Costa Rica offered the following ideas on leaders and leader training:

"In the beginning, efforts were made to get teachers to assume the position of leaders, organizing student groups in different communities. Later, specific personnel were trained to carry out rural youth programs.



"Out of school" 4-H Club members of Taoyuan, Taiwan transplant rice. The first rice crop grown by club members was more than 10 percent above normal yields in their hsiang.



This 4-H Club member of Taiwan (Formosa) is proud of the fat, healthy rabbits he has raised.

"Major advice in leaders' training courses included: Find out what communities, clubs and leaders want, and try to find solutions to needs. Leaders have constructed a club house; organized fairs; established cooperatives; held camps; and organized conventions for members and leaders."

Bolivia representatives urged that leaders be told the importance and value of 4-S Clubs, and that leaders' responsibilities be stressed. Literature is given to prospective leaders in Costa Rica. Ecuador



Thirty Libyan boys living in the Zavia area of Tripolitania are active members of Libya's first Rural Youth Club. The project chosen was the planting of more than 700 acacia and eucalyptus seedlings on government land for soil protection and windbreaks. Here the local leader is supervising the planting.

tries to make the leader feel that he is an assistant to the extension agent. Prospective leaders in British Guiana receive a manual of instruction. Technical information and mimeographed material are furnished as well.

Panama trains leaders in giving instructions. Peru holds formal meetings of leaders. The leaders in El Salvador are informed regarding the problems of the community and possible solutions. At the Latin American workshop, there was general agreement that leaders must be made to feel that they "belonged," and that they should participate in planning the work of the clubs.

The Philippine delegation at the Far East Workshop voiced the general feeling that leaders must have the right mental attitude. Equally important, they must be trained in organizing and directing youth work; cooperating with parents; soliciting community support; supervising projects; assisting in exhibits and demonstrations; and presenting the accomplishments of youth to the community in an effective manner.

Volunteer leaders in the Philippines are trained through leadership schools, workshops and conferences. They receive technical assistance from extension personnel and from printed materials.

The 19,760 clubs in Japan have 24,430 voluntary local leaders. They are given regular training on (a) how to plan the rural youth program; (b) teaching materials and subject matter used; (c) the place of music and recreation; (d) special activities and events; and (e) incentives, recognition, prizes, awards, and financing for the program.

The local leaders in Free China are trained at 2-day training schools at the time the clubs are organized. They are given 3 to 5 days' training on agricultural subject matter each year.

It was clear from reports at the workshops that leaders are being given increasingly more attention than they were a short time ago. In Panama, leaders and members plan and participate in Achievement Day. Part of the day is given to recognizing the work of the leaders. Certificates are presented and community attention is being given voluntary leaders in a number of other Latin American countries also.

At the Bangkok workshop, the following recommendations were made by the group:

"It is agreed that volunteer local leaders should not be paid for their services. The main objective of their work with rural youth lies in their desire to be of service to their community.

"The very important role that volunteer local leaders play in the rural youth movement cannot be over-emphasized. They should,

therefore, be commended for their generous efforts to promote rural youth activities, whenever and wherever opportunities permit.

"At achievement rallies or meetings, once a year at least, these leaders should be given public recognition through press, radio, or television programs, in the form of letters of congratulation or in resolutions of thanks. Awards should be given to outstanding leaders in the form of certificates of honor, badges, pins or ribbons.

"Likewise, parents of all outstanding club members and parents who materially and financially assist in the rural youth movement should, at such a rally or meeting, be publicly acclaimed and commended for their generous support. Through their cooperation, as the Korean delegation put it, they have not only promoted rural youth but also contributed to the economic and social welfare of their community and their nation.

"It should be stressed, in passing, that awards either to parents or to leaders need not be of high monetary value, but should be substantial in kind and number, so that as many worthy parents and competent leaders as possible may be recipients.

"Recognition and awards are made with the understanding that these may serve as further incentives. For this reason they should be presented only to those who fully deserve to receive them. A standard of achievement or merit should be used, therefore, as a criterion for giving such recognition and awards.

"The presentation of recognition and awards to parents as well as to leaders, if timely and widely publicized, can be most helpful in arousing public interest in the rural youth program of any country. It is recommended, therefore, that this plan be adopted by all countries participating in this conference."

Parents and Rural Youth Work

Parental concern for the growth and well-being of their children is universal. In youth work, it may take the form of blocking participation if objectives, values and procedures are not well understood. Both Taiwan and Jamaica report that parental approval and support is secured by having members' enrollment cards initiated by the parents. Paid organizers visit homes of prospective members and explain the work. Generous press support is given club work.

Written application and approval of the project by parents is requested in the Philippines. In Costa Rica, a meeting is held once a year in all communities to acquaint parents with youth work and ask their help and advice. Local agents visit parents frequently.

Out-of-school youth hold their meetings in the homes of members. In Thailand, parents are invited to attend public meetings where youth work is discussed or shown. In Pakistan, youth club members are provided with materials which dramatize the work and tie it to the community activities. From Ecuador, it was reported that parental support is a minor concern since confidence already exists in the work of Servicios of Agriculture and Education, where youth responsibility rests.

In many areas, getting a boy or girl set up in a project may mean a sacrifice for the whole family, hence the importance of family cooperation. Japan reported that often only the oldest son of a well-to-do rural family could acquire the project material necessary for membership.



Three piglets are a Filipino boy's prize "pets". As a 4-H Club member he persuaded his father to permit him to raise the pigs to marketable size.



Members of a Haitian 4-C Club are building a poultry house for the club members to use. Working together on such a project is in itself good training and good fun.

One of the workshop groups suggested the following for getting parental cooperation:

1. Orient parents on the rural youth program by holding club meetings at members' homes, by inviting parents to attend club meetings, by holding community meetings, by use of publications, radio, and other information media. Parents will thus gain an understanding of the underlying philosophy and objectives of the program and, more specifically, of the benefits for their children.
2. Get parents involved in the movement by including them in sponsoring or assisting local groups. They can give material and moral support to club projects, whether individual or collective.
3. Give parents opportunities to participate in planning, programming, and implementing the program to engender a feeling of partnership in the activity between them and their children.

Club Meetings

At both of the workshops referred to, delegates placed a high value on good club meetings. Thailand reported holding meetings every month or more often. From 30 to 45 minutes of the meeting is given to education in subject-matter. Members present demonstrations and often talks are made by extension agents, specialists or others. In Korea, meetings are held twice a month and are planned by leaders and members. Music and recreation are a regular part of the program. Japan reported that most club meetings are held in the evenings.

In the report of the Panama group at the Ecuador workshop, it was stated that the girls met twice a week at the homes of the leaders. Here they learned to build their own beds, shelves, and dressing stands. The boys often built chairs and other items of furniture.



Like many boys in the United States, these boys in the Philippines are working together to furnish their clubhouse. They are making benches.



These Pakistani girls are learning to cane chairs, a useful art different from the usual farming or homemaking skills learned in many projects.

The delegation from British Guiana presented the problem of too large clubs. Many are from 65 to 80 members. Meetings are difficult to plan and stage. One club at the third meeting reached a membership of 165. An attempt to make four groups left some boys and girls unhappy as their pals were in other groups. It was found that a reorganization to conform to the parish school groupings made a decided change for the better.

Reports from a number of countries indicate that planning for annual and other events can involve practically all members in most meetings. Programs in the Philippines are planned on a year-round basis and are conducted by the club officers. China reported many bicycle tours, which were really travelling meetings.

In Thailand, meetings have about 45 minutes of lectures, discussions and demonstrations. Sometimes films are shown. Training of

club officers to make them effective in holding good meetings was recommended at the Bangkok workshop. Also, all members should be encouraged to participate in every meeting. There should be a mixture of work and play.

Demonstrations

The Latin American Workshop group saw a club at Tumbaco, Ecuador demonstrate treating seed potatoes. This was done in a way quite suitable for club meetings or before the public.

Part of Costa Rica's training for leaders included the presentation of practical demonstrations.

The Malacatos 4-H Club in Lojas, Ecuador helped initiate the poultry program within the clubs of that country by demonstrations on poultry equipment and feeding, and on vaccinating pullets.

Most regional and national events emphasize the best in demonstration skill by youth members. Usually stressed are:

- Knowledge of subject-matter.



Plowing is one of the many practices that 4-C Club boys in Haiti are learning through their local leaders.

- Ability to speak before an audience.
- Skill in presenting facts logically.
- Ability to judge crops or livestock for excellence.

Youth club members enjoy the opportunity of demonstrating new-found knowledge, according to the reports. Among a number of examples presented by the Philippine delegation at Bangkok are the following:

(a) "Gasdam, a village of 80 homes, put on its best attire. It was thrown open for the public to see the transformation it has undergone since government agencies came to its assistance. New bamboo fences enclosed every home lot, vegetable gardens were in bloom, garbage cans stood conspicuously in various spots along the streets and everything looked spic and span. The people had done barrio improvement work and were celebrating."

(b) "In the community club-house, a 4-H girl was demonstrating how to make a rag doll from cotton remnants, as a crowd from all walks of life stood watching. Later, they were taken to the pilot house with the sign, 'A 4-H member lives here.' They saw window screens of sugar cane tassels, brooms from dried stems, crocheted tablecloths, and other household items made by the 4-H girl of the house. Two teachers in the group were so impressed with what they saw that they wasted no time in contacting the personnel of the Bureau of Agricultural Extension. Three days later they organized a 4-H club in their own communities."

Free China delegates reported making use of result and method demonstrations, as follows:

"(a) Result demonstration. Through experience we have learned that people will more likely adopt an improved practice when they see and hear what to do and how to do it. To increase the acceptance we have used selected demonstrators who show the value of certain practices for the benefit of their community. Such demonstrators should themselves have a satisfactory record of achievement, should use the necessary material and equipment, and should have their parents' approval.

"(b) Method demonstration. Method demonstrations at 4-H meetings are one of our most effective techniques. They are used at 80 percent of club meetings and approximately 15,000 were given in 1956. Once every year club members hold a demonstration meeting for the benefit of farmers. They are encouraged to organize their own demonstrations and the best ones are chosen to represent the township at a contest on the Hsien level. It is estimated that 50 percent of the adoption of better practices may be credited to this method in Free China."



4-H Club members of the Bodal village club (India) try making peanut butter in a demonstration.

Many countries are now using demonstrations as an important part of the contests to choose area and national youth winners. In such cases, the project record is nearly always an important demonstration of care, management and development.

Thailand reported on demonstrations.

"Another important educational method for teaching good project work is the use of individual and team demonstrations. These demonstrations may be in teams of two or more members or in some cases, simplified one-member demonstrations are encouraged.

"Each demonstration should be built around an improved practice which is within the experience and ability of the members. It should

be based upon research or proven practices. It should be long enough to cover the subject and short enough to be within the range of interest and ability of the members. Usually these demonstrations run from 5 to 20 minutes in length. Such subjects as the following are practical in Thailand:

Mixing a balanced poultry feed.

Testing the viability of the rice seed by the salt water method.

Keeping a balance of food and fish in a farm pond.

Hatching eggs.

Production of clean eggs."

Recreation

The Korean report indicated that music and recreation are regularly a part of the semi-monthly 4-H meetings. The Philippine delegation reported likewise. Philippine and other 4-H leaders are taught how to incorporate recreation in the club meetings. The 4-T Clubs in Vietnam prepare their programs three months in advance and include recreation and music along with subject-matter. Vietnam's music is very old. Popular songs are adapted for and are being taught to the clubs. This country's delegation demonstrated short games for club use. Other recreational activities mentioned included: Tours to historical and educational places and presentation of literature and drama. Vietnam's report included the following:

"Skilled leaders can teach 4-T'ers many games in our training program. If the leaders know how to lead the games, learning them becomes attractive, lively and joyful. The same games will be dull if the leader does not have enough skill or organizes it at an inappropriate time or place. For example, a game to be played in the open usually can't be played indoors. Also, we fail when we try a collective game with a few people. Again, it is necessary to know perfectly the value of our games. If the agent responsible for the program knows how to explain the game, and he will give boys and girls more choice, he will contribute effectively in the 4-T educational program.

"Games should be engaged in according to the health and age of participants, sometimes separately for boys and girls. There are some practical games which may be played by boys and girls together. Through them they learn good sportsmanship and poise.

"Music and games are as important as other technical activities of the 4-T Club. If the leader knows how to compose the words of the song, he can teach an educational lesson about garden work, building of



Boys and girls everywhere like to sing. Here a school-master leads a 4-H Club group in old folk songs of Austria.

bed, and replanting of paddy to amuse young 4-T'ers. The subjects will be more quickly learned.

"We have also songs with speeches telling us about the 4-T pledge or explaining the purpose of our 4-T Club programs.

"To be successful in our 4-T training program we must use music and games in our teaching."

British Guiana reported that recreation, such as dancing, for boys and girls, was not approved by parents. Peru reported spelling and arithmetic contests, musical shows, raffles and movies. The latter were for recreation and to get money for projects. El Salvador encourages singing and guitar playing for fun. They encourage all members to participate in planning and holding tours. Bolivia has published a bulletin on the puppet theatre program as carried out by 4-S Clubs.

When another conference is held, the Bangkok Workshop delegates recommended the following:

1. That more attention be given to recreational phases of rural youth group programs, particularly competitive sports, camping, drama, and instrumental and vocal music and folk dancing, and that the inter-country exchange of rural youth groups be encouraged.
2. That an exhibit and demonstrations of popular board games from each country be planned for the next conference; also that more emphasis be given to demonstrations of country social and recreational programs.



Games and other forms of recreation are a desirable part of youth work in Austria and all other countries.



One of the highest honors a 4-H Club member can win is the privilege of attending the National 4-H Club Conference held annually in Washington, D. C. for a full week. Educational lectures, workshops, tours and other activities make it a very valuable experience. Here Secretary of State Dulles is speaking to the group at the 1957 meeting. A 4-H Club member is chairman of the meeting.

3. That more attention be given in leader-training programs to practical demonstrations of recreational activities for rural youth groups.
4. That participating countries provide for timely exchange of information related to successful youth activity programs.
5. That much more emphasis be put on health work under existing health programs; particularly with regard to members who are not in school.

Private Support of Youth Programs in the Philippines

The National 4-H Advisory Council of the Philippines was organized in 1952, following a meeting at which a sponsoring association was named. As reported at the Bangkok Workshop, a commercial firm must have the following qualifications to be eligible for membership in the council:

1. It must be a firm or organization doing business in the Philippines.
2. Must believe in the promotion of youth work and the encouragement of the participation of the young people in home, community and national activities.
3. Must have a knowledge of 4-H aims and objectives and keep up-to-date and be informed of the 4-H program.
4. Must not use the 4-H Club organization as a means to advertise their products but may mention their contribution and participation in this youth movement.
5. Must not represent a political group or organization affiliated with any political activity.
6. Must be represented in the council by an individual who should participate in the planning of activities and programs dedicated to the promotion of youth work.
7. No single individual representing only himself or his own personal business can become a member (in other words, only persons representing groups or corporations).
8. Must pay the expenses of the National 4-H Club rally held in any place decided by the council at least once a year in which their local representatives, whenever they can; will participate in the 4-H program; and demonstrate any part of their business activity that may be utilized to advantage by the youth and by the community.

Philippine Council Accomplishment and Plans

1. Aids Extension in advancing leadership and influence of the 4-H program.
2. Provides awards in the form of certificates, pins and medals to 4-H'ers and adult leaders.

3. Assists and helps finance development of leaders' training program.
4. Finances the National 4-H rally.
5. Provides eight 400-pesos scholarships for one year of college in agriculture or home economics.
6. Finances the trip to the United States of two National 4-H winners through the International Farm and Youth Exchange Programs.
7. This year the council plans to offer eight 200-pesos scholarships to second-prize winners.
8. Plans to finance the trip to East Asian countries of two 4-H'ers.

APPENDIX

1. A BRIEF HISTORY OF 4-H CLUB WORK IN THE UNITED STATES

To record the development of 4-H Club work, one must study the sociological changes taking place in all parts of the United States around the turn of the century. Many forces were simultaneously at work to focus national attention on farm boys and girls. A few of these forces were:

- A feeling on the part of educators that rural schools were inadequate and not related to farm living.

- A growing sentiment for practical education in agriculture, manual arts, and homemaking.

- The urge of colleges of agriculture to pass on new techniques to farm communities.

- A growing desire on the part of farm families for the better things of life, as a result of the gradual conquest of frontier isolation.

- A drive to lift rural cultural standards, reaching its national expression in President Theodore Roosevelt's Country Life Commission Report.

The story of 4-H is a big one because it is this country's answer to the need of rural boys and girls for encouragement in the performance of those worth-while everyday tasks that make for better living and richer personalities. It is founded on the practical arts. It is rooted in the boy's and girl's environment. It wins its recruits by voluntary means. This has proved to be a powerful educational concept.

The 4-H idea didn't happen all at once. It took shape slowly, step by hard-won step. Club work began wherever a public-spirited man or woman did something to give rural boys and girls respect for themselves and their way of life. Wherever leaders gave the stamp of public recognition to youthful achievements in farm and in home, there club work began.

Local Schools are Supported by Colleges

Around 1900, progressive county superintendents of education began to introduce out-of-school programs in agriculture and "home culture," while school fairs exhibiting corn, beets, flowers, ornamental stitches, aprons, bread, and other products of the farm home became common. These programs, bearing some resemblance to present-day club work, were not limited to a single area, but were found in Texas, Georgia, Ohio, Iowa, Illinois, Minnesota, Nebraska, North Dakota, Kansas, Massachusetts, Indiana, and elsewhere.

Nature study was encouraged in New York by Dr. Liberty Hyde Bailey from Cornell University. The State Legislature provided funds for leaflets to be written in 1896. Junior Naturalist Clubs were organized, and a monthly magazine was written for the members. The success of New York's nature study program had its effect. It was reported in the press and at educational meetings. Here and there county superintendents of schools with vision and imagination began to devise ways of bringing new life into their own classrooms. From these inspired programs, the seeds of 4-H took root.

In 1901, A. B. Graham, Springfield, Ohio school man, sounded out teachers and students on the idea of forming a boys' and girls' experiment club. After a small beginning, Graham asked for help from the Agricultural Experiment Station at Wooster, Ohio and the dean of agriculture at Ohio State University.

So outstanding was Graham's work that in July 1905, he was brought to the Ohio College of Agriculture as the first superintendent of Extension. Under his direction, school clubs reached a high of 60 with an enrollment of 3,000 in 1906.

Strong college support was also a factor in the growth of the Illinois clubs. By this time, colleges had a growing fund of knowledge to pass on to farmers. One way to reach them was through the boys and girls in country schools.

The work with boys resulted in a clamor for a similar organization for girls, with the result that a Girls' Home Culture Club was organized in Winnebago County, Illinois in September, 1903, with a membership of 216. These girls carried on projects in needlework and breadmaking and exhibited achievements at the Farmers' Institute.

The Texas Farmers' Institute, under the direction of J. H. Connell, suggested a plan to encourage rural school teachers to supervise crop growing and domestic science work. The Agricultural and Mechanical College provided free bulletins.

In Iowa, the publisher of Wallace's Farmer distributed superior seed corn to farm boys as early as 1904, instructing them to bring exhibits to the State Farm Institute in Des Moines, where prizes would be awarded.

In Nebraska the state superintendent of instruction hired E. C. Bishop to organize corn growing, sewing and baking as home projects in the schools. Here, too, corn seed was offered free to boys who wished to take part in yield contests.

North Dakota's experiment in boys' corn growing blossomed into a county-wide agricultural and home culture program encouraged by the North Dakota Agricultural College.

In Oregon in 1905, Louis R. Alderman, superintendent of schools in Yamhill County, held a county children's fair at which there were exhibits of gardening, cooking, woodworking and the care of farm animals.

Federal Government Takes Part

Still another stimulus to this movement was the work of President Theodore Roosevelt's Country Life Commission, a notable group of educational leaders who made a thoroughgoing study of the rural scene in 1908. The report pointed out the need for a practical education in farming and homemaking and called for increased extension activity on the part of colleges.

It was in Mississippi that the federal government first took a hand in sponsoring and directing club work. The first man to organize a corn club in that state was William Hall Smith, superintendent of schools in Holmes County. When Smith called a meeting of volunteer corn growers and their teachers in 1907, a professor from the State College was present and also A. F. Meharg from the Farmers' Cooperative Demonstration Work, Washington, D. C. Meharg was one of Seaman A. Knapp's agents, working to improve agriculture in the south.

Meharg knew that in some areas where demonstration work with adults had failed, youngsters had taken over the task and shown the way. He was glad to help Smith with his boys' clubs. Through him, Smith was appointed a collaborator of the United States Department of Agriculture at a salary of one dollar a year. The appointment carried with it the franking privilege, which permitted the school superintendent to mail out circulars and instructions postage-free. Thus Smith became the first man to be federally named to do club work with rural boys and girls.

A primary object of this work was to attain higher corn and cotton yields in a region that badly needed higher farm incomes, and there was the frank purpose of reaching the farmer through the son, and helping both of them. But profit was far from the only incentive. Smith was aiming at a general cultural uplift in rural life, an uplift that could occur only when farmers became more prosperous.

Local Patterns Merge into National Design

These were formative years. Under a broad charter to bring agricultural and home economics instructions out to the country, leaders in all parts of the nation were working out varying patterns of club work. There were few clubs as we know them today. Local clubs with officers, regular meetings, and a program with special objectives were rare.

During the 6 to 8 years preceding the passage of the Smith-Lever Act (1914) which provided for extension work for adult and youth, land-grant colleges and the Federal Department of Agriculture were working closely together. In marshaling sentiment for the bill, the colleges brought out the telling argument that the legislative program for rural education was only two-thirds complete.

The first part of the program was the Morrill Act, signed by Abraham Lincoln in 1862, providing land grants to enable states to establish colleges of agriculture, mechanic arts and homemaking, with all phases of instruction.

The second part was the Hatch Act of 1887 establishing experiment stations for discovering new agricultural knowledge. The colleges and the experiment stations had made immeasurable contributions to rural life. Yet, between the new techniques being discovered by the experiment stations and the actual practices on the farm, there was a serious lag. It was time for the third part of the program.

Shortly before the final approval of the act, the colleges and the Department agreed that 25 percent of the Smith-Lever funds should be earmarked for "movable schools, study clubs, or boys' and girls' clubs," and for printing, with only 5 percent to be devoted to printing.

One of the most unique features of the act is that it provides for mutual support between the federal government and state and local governments and even public-spirited individuals. Here was an educational program that was to get its ideas and inspiration from people at all levels, and from these ideas to shape its program to fit the needs of rural groups.

That the program was soundly built is proved by the enrollment of 4-H Club members, totalling (as of 1956) 2,164,294. Each year the participation in 4-H Club work has increased. There are 10,835 local agents all of whom are doing some club work. The number of volunteer leaders is over 371 thousand.

Just as club work started in areas where there was a need for it, so it is growing today, adapting, changing, developing with the changing environments and needs of our young people. Based on the principle of learning by doing and showing others, 4-H Club work is fast becoming universal.

2. THE NATIONAL COMMITTEE ON BOYS' AND GIRLS' CLUB WORK

The National Committee on Boys' and Girls' Club Work in the United States is a voluntary, non-profit corporation of public-spirited citizens. The Committee has devoted itself consistently to the advancement of 4-H Clubs throughout its 36 years of existence.

The story of how the National Committee on Boys' and Girls' Club work came to be is one of natural evolution, arising from obvious necessities, just as the development of club work itself was an evolution dictated by rural needs.

Since the very beginning of club work, railroads, banks, packing companies and other business interests have supported 4-H Clubs with prizes, all-expense trips, and cash for county programs. However, state and national leaders felt that many contests were without sufficient state and national supervision and some coordinating machinery was needed.

Eventually, two representatives of business took the lead in resolving the problem to the satisfaction of both business and the Extension Service. These two men were Guy L. Noble, who, in 1919, was on the staff of Armour & Co., meat packers, and E. N. Hopkins, editor in charge of youth activities for the Meredith Publishing Company.

In cooperation with state and national leaders and public spirited businessmen, they organized the National Committee on Boys and Girls Work in 1921.

Hopkins had become interested in Club work in 1914, while he was editor of the Arkansas Fruit and Farm. In that year, Perry G. Holden, representing the International Harvester Company, made a speaking tour in Arkansas that aroused the state to a fever of agricultural activity.

Arkansas at the time was facing a serious problem. The market for cotton, her chief crop, was threatened by the war in Europe. The state lagged in livestock production and had to import food from other states. Such was the earnestness of Holden's message on higher yields and diversification that he convinced farm and business leaders that the state could feed itself. He said, "Finance boys and girls to the purchase of pigs, chickens, and seed. They'll show the way."

Hopkins, too, became enthusiastic about the idea and worked with other state leaders to make the campaign slogan, "Let Arkansas Feed Herself" a success. Inspired by the vision of club work, Hopkins persuaded E. T. Marshall, his publisher, to let him promote club work

through a special magazine department. Meredith later set up a loan fund of a quarter million dollars to help midwestern farm boys and girls get started on projects. These loans were made purely on character, without security.

Guy L. Noble became interested in club work by another route. As an employee of a meat packing company, he persuaded the company to invest \$5,000 in prize trips for forty 4-H Club winners to attend the International Livestock Exposition in Chicago in 1919. The trip included organized sightseeing tours which were very popular. There were contests for club songs, club yells, and vaudeville stunts, with Noble presenting prizes. All this entertainment, plus the recognition that went with the award, made the trips increasingly desirable.

Club leaders from many states brought winners to this Exposition and they, with Noble and Hopkins, and many influential people in Chicago supported the idea of a National Committee. Guided and encouraged by George E. Farrell, Federal Extension worker, the first official meeting was called for September 30, 1921. At the second meeting, the Extension Service was represented. It was agreed that the objectives of such a committee would be several:

To promote club demonstrations before state associations of commerce and the various fairs;

To get publicity for club work;

To encourage banker loans to young crop and livestock raisers;

To secure educational trips to college short courses and fairs;

To coordinate all the contributions and efforts of industries now contributing to club work.

Financial problems made existence of the Committee difficult for Noble who was Executive Secretary. However, two new features resulted in wide publicity for club work. These were the finals of the national canning and the health contests. The winners of the national canning contest and their leaders went to France on an all-expense tour, which gave club work excellent publicity. The selection of the healthiest farm boy and girl also provided appealing news material.

The Committee continued to bring club work to the attention of business groups, who have increasingly provided support in the form of educational materials, awards of all sorts, leader training, and cash for loans, sometimes interest-free.

Thomas E. Wilson, Chicago business man, served as chairman of the committee for many years, giving continuous support to club work,

not only in the sponsorship of awards and the entertaining of delegates to the Congress, but in recruiting the support of business and civic leaders.

Several of the business organizations, foundations and individuals that comprise the donor group have provided major financial support for the training of nearly 37,000 volunteer leaders. This training has been given principally in the fields of recreation, the use of the tractor, and the care and operation of the sewing machine.

Over and above the funds channeled directly through the Committee, donors make notable contributions to 4-H Club work in many other ways. One of these is the publishing of supplementary educational materials, which are supplied in large quantity to Extension agents for 4-H members and leaders. More than a million copies of some 40 publications were distributed in response to Extension requests. Less tangible but of inestimable worth is the vast amount of executive time and talent made available by donors for the furthering of 4-H objectives.

In 1956, donors provided all-expense trips, meals and entertainment for 1,079 state winners who had earned the honor of being delegates to the National 4-H Club Congress. This event combines education, recognition, and inspiration. It is also attended by Extension agents, local leaders, business officials, press-radio-TV representatives, international visitors and many other guests.

THE NATIONAL 4-H CLUB FOUNDATION OF AMERICA, INC.
8561 Fenton Street
Silver Spring, Maryland, U.S.A.

FACT SHEET
on
THE INTERNATIONAL FARM YOUTH EXCHANGE PROJECT

What is it? The International Farm Youth Exchange (IFYE) is a project for selected farm youth from the United States to live and work with farm families in other countries for 4 to 6 months, and for farm youths from cooperating countries to go to the United States to live and work on farms.

Begun in 1948, the Exchange now includes nearly 50 countries in Africa, Asia, Europe, Latin America, the Pacific and the Middle East.

Project Objectives The project is dedicated to the belief that understanding people is the foundation of world peace. Through giving farm youth an opportunity to learn another way of life by living it, the project helps rural young people to understand the problems and attitudes of rural people in other parts of the world.

Selection of Participants The supervising organization in each country selects young people, between 20 and 30 years of age, who have farm experience, a secondary school education, faith in the objectives of this project, and a sincere desire to know and understand other people.

Carrying Out The Plan In participating countries the program is conducted by rural organizations, foundations, or the respective governments. In the United States, the National 4-H Club Foundation -- a non-governmental educational organization -- and the Extension Services of the U. S. Department of Agriculture and the Land-Grant Colleges conduct the program. Other government agencies, rural organizations, foundations, and educational institutions also cooperate.

What Participants Do In the host country IFYE participants live on farms, share the family work and social life of the community, and do their part in contributing to a better understanding of the customs, life, and culture of their home countries.

IFYE participants also share their experiences with youth groups, rural organizations, civic clubs, and others in their own country, thereby furthering a better understanding of their world neighbors. It is known that U. S. delegates have reached a total of 4 million through talks alone, and many more through radio and television programs, and newspaper and magazine articles.

Both in the United States and cooperating countries, participants are given the benefit of an advance orientation on the geography, history, culture, and agriculture of the country to be visited and acquire some knowledge of the language of the country. At the completion of their overseas visit, participants are given assistance in interpreting their experiences before beginning the reporting phase of the program.

Financing the Exchange In the United States no government funds are used to finance the IFYE exchanges. Each State Extension Service that participates in the project agrees to underwrite at least \$700 of the cost of each two-way exchange — that is, sending a delegate out of the United States and receiving a foreign youth in exchange. State contributions are raised primarily by local 4-H Clubs, young men and women's groups, farm organizations, service clubs, local business firms, and individuals. The rest of the budget is contributed by foundations, industries, and persons interested in rural youth and international understanding.

Funds for IFYE in cooperating countries come from rural youth groups, adult rural organizations, foundations, individuals, business firms, and from government sources.

Scope of Participation In 1956, 125 U. S. delegates went to other countries throughout the world and 181 exchangees from those countries came to the United States. From the beginning of the project in 1948 through 1956 755 delegates from the United States have participated and 840 farm youths from other countries have visited the United States under the IFYE program.

Participating Countries Countries taking part in the 1957 exchange are:

Algeria	El Salvador	Italy	Peru
Argentina	England-Wales	Japan	Philippines
Australia	Finland	Jordan	Portugal
Austria	France	Lebanon	Ryukyu Islands
Belgium	Germany	Luxembourg	Scotland
Brazil	Greece	Netherlands	Spain
Burma	Guatemala	Nepal	Sweden
Chile	Honduras	Nicaragua	Switzerland
Colombia	India	N. Ireland	Taiwan
Costa Rica	Iran	Norway	Turkey
Denmark	Iraq	Pakistan	Uruguay
Dominican Republic	Iceland	Panama	Venezuela
Ecuador	Israel		

For further information, in the United States write to the National 4-H Club Foundation, 8561 Fenton Street, Silver Spring, Maryland, or to your State Extension Director; in cooperating countries the name of the sponsoring organization is usually available through the agricultural attache in the U. S. Embassy in that country.

SUMMARY OF THE CHARACTERISTICS OF THE 1956 IFYE PARTICIPANTS

The following are profiles of the United States delegates and inbound exchangeees participating in the 1956 IFYE program. Comparisons are made with past participants and between 1956 delegates and exchangeees when appropriate.

A. CHARACTERISTICS OF OUTBOUND UNITED STATES DELEGATES:

1. AGE - The average age of the 1956 delegates as of January 1, 1956 was 22 years, 8 months, for men, and 22 years, 5 months for women. The men delegates averaged a little older than in 1954 and 1955, but 7 months younger than in 1953. The age of the 1956 women delegates averaged a little older than in 1954 and 1955, and a full year older than in 1953.

	<u>1953</u>		<u>1954</u>		<u>1955</u>		<u>1956</u>	
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
Men	23	3	22	1	22	3	22	8
Women	21	5	22	2	22	1	22	5

2. FAMILY - This year's delegates came from smaller families than any year group since 1953. In both 1955 and 1956, several delegates were the only child or had only one sister or one brother. The average 1956 delegates had 2.5 brothers and sisters as compared to three brothers and sisters during the past three years.

	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Brothers and Sisters	3	3	2.9	2.5

The parents of 94.4% of the 1956 delegates were born in the United States. Both parents of 2.4% of the 1956 delegates were foreign born, while an additional 3.2% had one foreign-born parent.

3. FARM BACKGROUND - In 1956, all but four delegates had lived on farms, whereas in 1954 and 1955, all but one delegate had lived on farms. However, all have had rural community living and farm experiences. In 1956, 13% less lived on farms all their life than in 1955.

<u>LIVED ON A FARM</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
All of life	73%	83%	70%
10 yrs. or more	18%	17%	21%
Less than 10 years	--	--	6%
Never	--	--	3%

The distribution of delegates by size of farms is as follows:

<u>ACRES</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
000 - 199	45%	50%	38%
200 - 399	25%	23%	32%
400 - 1000	16%	16%	16%
Over 1000	14%	11%	14%

The 1956 delegates came from larger farms than the 1955 delegates. The average size of 1956 delegates home farms was approximately 490 acres. In 1955 it was 400 acres, slightly less than in 1954 when it was 440 acres.

4. RELIGION - The delegates have indicated the following religious affiliations.

	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Protestant	89%	91%	90%	93%
Catholic	11%	8%	9%	7%
Greek Orthodox, and others.	--	1%	1%	--

5. EDUCATION - There was a decrease of 6% between 1955 and 1956 in the number of men delegates with education beyond high school, while the number of women with higher education increased by 1%. Of the delegates with education beyond high school, the women averaged 3 1/2 years and the men 3 years of college.

<u>HIGHER EDUCATION</u>	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Men	86%	92%	96%	89%
Women	100%	93%	90%	91%

Less delegates than ever before had received vocational, agriculture or home economics training in high school. There was a 21% decrease from 1955.

	<u>1954</u>	<u>1955</u>	<u>1956</u>
Vocational, Agricultural or Home Economics Training in High School	55%	61%	40%

Those having some college training, were studying in the following fields:

<u>FIELD OF STUDY</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Agriculture	43%	44%	45%
Home Economics	32%	33%	31%
Education	11%	10%	11%
Social and Political Sciences	6%	8%	4%
Others	8%	5%	9%

Out of the total 1956 group, approximately 27% of the men and 33% of the women had their college degree by the time of their IFYE experience.

6. LANGUAGE ABILITY - This year 48% of the total group of delegates had some degree of language ability, other than English. This figure does not include the several who had taken Latin in high school. This would be approximately the same percentage as in 1955. Out of the 60 delegates who had a language ability, however, only 23 had a language ability for the country to which they were an IFYE.

FOREIGN LANGUAGE FACILITY

	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Men	51%	51%	40%	48%
Women	62%	62%	62%	48%

7. VOCATIONAL CHOICE - Delegates were asked about their vocational choice for the past three years. This table is done in terms of number of delegates. It is not on a percentage basis!

	<u>1954</u>	<u>1955</u>	<u>1956</u>
Extension	37	33	31
Teaching	27	25	30
Farming	26	23	30
Graduate Study	10	19	9
Related Agricultural Fields	7	12	11
Foreign Service Work	4	1	1
College	--	1	1
Social Welfare	--	11	5
Ministry	--	3	5

8. ORGANIZATIONAL MEMBERSHIP - Delegates have been members and held offices in many different organizations. The Organizations most often belonged to include:

<u>ORGANIZATION</u>	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
4-H Club Members	91%	98%	88%	97%
Church Members	60%	65%	73%	74%
High School,				
FFA - FHA	36%	39%	41%	49%
Scouts	12%	15%	21%	17%
Grange	11%	14%	14%	9%
Farm Bureau	9%	9%	16%	7%
YMW Groups	9%	9%	12%	2%
Farmers Union	--	3%	2%	1%
College Honorary				
Clubs	--	--	65%	44%

The small percentage of 1956 delegates belonging to farm organizations is probably accounted for by the fact that many of the delegates still are in college.

Every delegate each year has held positions of leadership in at least one rural youth organization.

B. CHARACTERISTICS OF INBOUND EXCHANGEES:

1. AGE - The average age of the 1956 exchangees was 23 years, 11 months, for men and 23 years, 2 months for women. The age of men exchangees has remained about the same for the past three years, whereas the age of women has decreased by 7 months. Men exchangees averaged over a year older than the men delegates, the women exchangees 7 months older.

	<u>1954</u>		<u>1955</u>		<u>1956</u>	
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
Men	24	-	24	-	23	11
Women	23	9	23	4	23	2

2. FAMILY - Exchangees in 1956 came from about the same size families as those in 1955. The average both years was 3.6 brothers and sisters. This is larger than the delegates' families which averaged 2.5.

Brothers and Sisters	<u>1954</u>	<u>1955</u>	<u>1956</u>
	3	3.6	3.6

3. FARM SIZE - The 1956 exchangees came from farms that averaged 521 acres, a considerable decrease from the 972 acre average in 1955 and 929 acre average in 1954. The distribution of exchangees by farm size is as follows:

<u>ACRES</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
000 - 199	57%	54%	65%
200 - 399	15%	14%	14%
400 - 1000	14%	14%	12%
Over 1000	14%	18%	9%

When these averages are broken down into the three IFYE regions, a great contrast can be seen in the average size farm of the exchangees.

<u>AVERAGE FARM SIZE</u> <u>BY REGIONS</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
(1) Latin America, Australia, New Zealand, Algeria	2708	2700	1571
(2) Indian, Pakistan, Japan, Near East, Turkey	813	824	239
(3) Europe	287	286	264

The average size farms for exchangees (521 acres) in 1956 came closer to being the same as the United States delegates farm size (490) than ever before. In 1955 the exchangee average, 972 acres was double the delegate average of 436 acres.

4. RELIGION - The exchangees have indicated the following religious affiliations:

<u>RELIGION</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Protestant	39%	33%	24%
Catholic	22%	21%	30%
Hindu	17%	25%	20%
Moslem	16%	13%	15%
Jewish	4%	3%	2%
Buddhist	2%	5%	6%
Jaon	--	--	1%
Sikhism	--	--	2%

5. EDUCATION - The exchangees were asked their course of study in school (secondary or higher education). The percentage of exchangees indicating each major field were as follows:

	<u>1954</u>	<u>1955</u>	<u>1956</u>
Agriculture	62%	47%	51%
Home Economics	9%	17%	11%
Physical Sciences	8%	16%	2%
Political Sciences	6%	5%	1%
General Courses	5%	5%	14%
Economics	4%	4%	6%
Engineering and Architecture	2%	4%	1%
Education	--	--	7%
Others	4%	2%	7%

6. LANGUAGE ABILITY - The exchangees were asked to rate themselves as to their ability to speak and understand English.

<u>COULD UNDERSTAND</u>			
<u>ENGLISH</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Fluently	4%	44%	30%
Sufficient for Everyday use	23%	--	11%
If spoken slowly	41%	40%	44%
Could read English	--	1%	3%
No English	5%	--	2%

1954 - 27% of the exchangees came from English speaking countries.

1955 - 15% of the exchangees came from English speaking countries.

1956 - 10% of the exchangees came from English speaking countries.

However, the special/package exchangees from India, Pakistan, Burma, Nepal and the Middle East were largely English speaking individuals.

7. OCCUPATION - The exchangees were engaged in the following occupations at home:

	<u>1954</u>	<u>1955</u>	<u>1956</u>
Agriculture	68%	55%	63%
Student	14%	11%	9%
Homemaker	7%	10%	2%
Teaching	5%	12%	19%
Youth Work	2%	8%	3%
Government	2%	2%	2%
Other	2%	2%	2%

Many of the exchangees reported working on farms but not living on them.

8. YOUTH WORK EXPERIENCE - Exchangees have belonged to various types of organizations in their home countries.

<u>ORGANIZATIONS</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>
Young Farmers Organizations	65%	37%	36%
Other types Rural Organizations	18%	38%	28%
Student Organizations	10%	9%	22%
Boy Scouts - Girl Guides	7%	4%	7%
Sports Clubs	3%	9%	7%
Church Youth Groups	2%	3%	13%
Service (Red Cross, etc.)	--	--	5%

While most of the European exchangees belonged to young farmer's organizations, the other exchangees often were members of various types of rural village development organizations sponsored by their governments or Foundation programs. Many of the exchangees have held leadership offices in the student clubs they belonged to on the college campuses. Sports contests appeared to be liked and mentioned by nearly all exchangees. Many exchangees report that they have little opportunity to join youth organizations in their communities.

BRIEF SUMMARY OF TOTAL RETURNS FROM YOUTH WORK QUESTIONNAIRE

Number of countries reporting:	42
Number of countries having youth programs:	33
Number of countries having no youth program:	9

I. Name:

As might be expected a number of countries have followed the U. S. symbols. Twelve reports indicating a youth program using such names as 4-S, 4-F, etc., which means generally; knowledge, service, health and sentiment. Six reports indicated the use of 4-H.

One country reports Future Farmers as the name of their organization. It is not related to extension work.

II. Objectives:

Although no two reports indicated the youth program objectives in identical terms, the following list is a blend of the objectives indicated in the several reports:

- Improve rural life.
- Improve standard of living.
- Develop youth personality.
- Develop skills.
- Develop citizenship.
- Develop kindness.
- Teach better practices.
- Teach knowledge of animal industry.
- Improve personal health.
- Encourage sense of community respect.
- Teach values of research.
- Develop physical, mental and spiritual capacities.
- Teach principles of cooperation.
- Increase respect for and love of agriculture.
- To develop leadership abilities among rural youth.

Several reports indicate no work has begun, but practically all others say that the objectives of the program have been written out and have been used, especially with new members.

Quite generally, in 25 countries in fact, the reports state that youth groups meet in schools or have teachers as leaders. In a few cases, the extra burden on the teacher, who is often very poorly paid, is shown. While school-sponsored clubs get daily or weekly attention, when school is out, clubs tend to disband, it was stated. The interest of the teacher and the support he gets from paid leadership will have a major effect on progress of youth work in given instances, according to a few reports.

III. Organization for Carrying on Youth Work:

Number of workers -- This was a poorly worded question. There was confusion between paid and unpaid workers. Those carrying the title such as "youth worker" were few. In most instances, the regular extension worker apparently is doing the youth work.

Eleven reports failed to indicate a National leader. A number of these, however, suggest that extension work guides the youth program without a special leader. Others have not advanced very far in organization.

Eight reports reflect an overall direction of the youth program by the Minister of Agriculture or a group with which the Minister is affiliated.

One report suggests that youth work is directed by a governmental committee.

The age of youth work (the year in which the work was begun) is shown as follows:

<u>Year Started</u>	<u>No. of Countries</u>
1956	2
1955	3
1954	4
1953	6
1952	6
1951	2
1950	1
1949	1
1948	1
1946	1
1940	1
1939	1
1931	1

IV Leadership:

Almost without exception local leaders are used in the youth program, and in only one country are they to be paid. It is proposed to use teachers whose pay is for teaching agriculture in a vocational school. They are given only modest training or none at all according to most reports. They are used to visit members and lead clubs.

Statements of needs on leadership reflected the following:

- a. More voluntary leaders trained to help locally; more trained agents for youth work; leadership supplied with suggestions and aids to make group and individual work more effective. Only 4 reports failed to comment on leadership.
- b. More public and financial support -- most of the reports referred to this item, although one said such support was generous if considered in light of local resources.
- c. Training was mentioned most often but generally was dealt with in leadership needs.
- d. The above three major needs were woven together and might be stated as:

Much more training for all levels of leaders, paid or unpaid.

More effective use of leadership.

Better support for unpaid leaders.

Better public understanding of program.

More adequate salaries for extension agents was listed as a serious need in several reports.

V. Membership:

<u>Country</u>	<u>No. Boys</u>	<u>No. Girls</u>	<u>Total</u>	<u>No. Clubs</u>
Bolivia	1,243	980	2,223	262
Brazil**	300	234	534	24
Chile*	123	147	270	13
Colombia	700	750	1,450	113
Costa Rica	1,022	1,350	2,372	191
Ecuador	2,376	748	3,124	71
Cuba	6,434	4,907	11,841	425
El Salvador	525	610	1,135	48
Haiti	699	122	821	50
Honduras	252	435	687	42
Jamaica	3,854	7,247	11,101	344
Panama	896	1,052	1,948	66
Paraguay	518	162	680	33
Peru	1,353	862	2,215	131

*Includes only area of "Plan Chillan"

**Two states only

V. Membership: (Continued)

<u>Country</u>	<u>No. Boys</u>	<u>No. Girls</u>	<u>Total</u>	<u>No. Clubs</u>
Taiwan (Formosa)	13,744	500	13,744	1,699
Japan	263,983	42,753	306,736	29,762
Korea***	--	--	150,000	--
Philippines	32,000	28,000	60,000	2,000
Thailand	1,600	400	2,000	50
Vietnam	1,414	727	2,141	123
Greece	13,740	4,240	17,980	458
India**				
Madhya Pradash	210	15	225	25
Madhya Bharat Pradash	1,200	--	1,200	120
Jordan	750	--	750	18
Iraq	35	--	35	3
Liberia	404	100	504	11
Libya	25	--	25	1
Pakistan	12,000	400	12,400	620
Turkey	--	--	--	8
TOTAL	362,814	96,778	606,302	36,693

**Two states only

***Korea total not shown for boys or girls separately

VI. Program and Projects:

All but six reports indicate that programs are made at several levels, including the local, and meet local conditions. District, regional and national phases are planned on those levels.

Projects for boys are quite similar in the different countries. Of greatest importance are:

First group: Gardens, poultry.
 Second group: Livestock, fruits.
 Others: Rabbits, forestry, bees, handicraft,
 soil conservation and fish.

Projects for girls were not enumerated in as great detail. In fact, it seems that girls had much less freedom of choice. Cooking and sewing were listed most often. Poultry, gardening and handicraft projects were also reported.

Project materials in all but 7 or 8 countries are largely supplied by the member or his family. In some instances, farm

organizations and government agencies were making equipment available. In one report, it was indicated that members had a lend-share arrangement where, for instance, 2 pigs from the first litter were returned to the one furnishing the gilt. A number of other ways were suggested for getting the necessary project materials, such as: free use of land; seed supplied by extension agents; and through borrowed funds.

Subject matter is provided members through lectures, demonstrations and written material. In all reports it was indicated that written material was furnished from the central and regional offices. In one report, a manual for members was mentioned. The amount of literature available to members is quite small, according to reports.

Regular meetings of youth groups are held in all countries reporting. Tours, demonstrations and talks are commonly used. District and regional events are listed in 22 of the 33 reports.

Parental support is a definite feature apparently. Eleven reports indicate advanced parental support in writing and others consider this factor very important.

VII. Relationships:

Program relationships were reported good in the main. Too hasty organization for youth work might result in poor relationships. One report stated that a law prohibiting youth organizations had been repealed two years ago.

VIII. Successes and Obstacles:

Are there any successes? Any problems? Plenty of both according to reports. Five countries did not list any successes. Twenty reports mentioned project activities as most successful. Cooperation, leadership, exchange of ideas, contests, were also named.

Low economic level of the rural people was given as an obstacle in 16 reports. Inadequately trained or too few extension workers were mentioned in 13 countries. Other obstacles listed included: agents are overloaded; agents do too much of the local leader's work; hard to get materials for training youth; illiteracy; lack of transportation for agents; lack of understanding of program by parents and government; and local leaders untrained and too few.

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